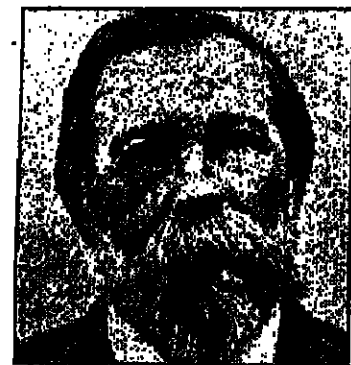


The repercussions of the "Fernandes affair" have lingered. David Jobbins looks at the issues facing Nathe's reconvened RACE RELATIONS panel. Will it be able to find a passport to harmony? (page 15).

Sound, but no fury. Olga Wojtas visits the conference of European EDUCATION MINISTERS and encounters more pious hope than dramatic innovation (page 13).

It was George Santayana who warned that if we forget the past we are condemned to repeat it. At a time when the subject is under siege, Alan Bullock asks: is HISTORY still relevant? (pages 18 and 19)



Frederick ENGELS is one of the few male thinkers accorded honorific status in feminist writing. But was he an impostor in the woman's army? Terrell Carver thinks so (page 20)

Though the similarity between study and practice is clear—the difficulty of collecting reliable information—research into INTELLIGENCE communities has advanced dramatically in recent years. Lawrence Freedman reviews two new studies of the underside of diplomatic history (page 21)

Home news	1-10
Letters to the editor	2
Don's Diary (Tony Crilly)	4
antithesis	6
Union View (Nathe)	8
Party Line (Keith Hampson)	10
Overseas news	11-12
Articles	13-20
Noticeboard	16
Column (Harold Silver)	19
Books	21-30
Classified advertising	31-39

NEXT WEEK

Freud's legacy: first part of a series on psychoanalysis
The Royal Society restructured
The Green Paper compared with NAB/UGC advice
Peter Payne on Sir Alec Cairncross

© TIMES NEWSPAPERS LIMITED, 1985
Published by Times Newspapers Ltd, P.O. Box 1, and Gray's Inn Road, London WC1X 8BT, England.
Typesetting by Computer Graphics Ltd, 37, Abchurch Lane, London EC4N 3DF, and printed by Northampton Mercury Co. Ltd, Upper Maunton, Northampton NN1 2JF. Printed in Great Britain.
NAB 1985. Price 60p. ISSN 0143-3831



HIGHER EDUCATION SUPPLEMENT
Priory House, St John's Lane, London EC1M 4BX. Telephone 01-253 3000

Computers before culture

Green is not the right colour. The Green Paper *The Development of Higher Education into the 1990s*, published on Tuesday, does not seem to belong in its allocated species of Government publication. It does not lay out the options for future policy before any definite decisions have been taken — which would have made it properly "Green". Nor of course does it announce startling new decisions, with the minor and unstartling exception of the inquiry into the University Grants Committee — which would have made it "White". Instead it reviews decisions already announced within a narrative of prejudices... sorry, priorities... already well known. Off-white perhaps?

The Green Paper has a tangled history. One reason why the Government feels the need in 1985 to publish a comprehensive and authoritative summary of its policies for higher education is simply that it is almost a quarter of a century since Robbins. The urge to mark the end of the old epoch and the start of the post-Robbins age has been too much to resist. Another reason is that the pace of change — some would say decay — has been particularly violent since the Conservatives came to power in 1979 but up to now no authoritative statement of Government policy on higher education had been made; so the Green Paper fills a gap in the Department of Education and Science's range of new policy models alongside the *Better Schools and Training for Jobs* White Papers.

A third reason is that forward-looking is in fashion in higher education. The trend was started by the everhumble inquiry and enthusiastically endorsed by both the UGC and the National Advisory Body in their linked "great debates". Naturally the Department of Education and Science has been infected by this futurological fever. It has been caught up by the momentum — or inertia, depending on one's view — established by the Leverhulme final report (1983), and the NAB consultation and UGC strategy advice (both 1984). In 1985 it was the DES's turn. Ministers who talked so precariously a year ago of "a moment like Robbins" and civil servants who are determined to keep the Department of Employment at arm's length in higher education could not afford to duck out. The DES was obliged at the least to draw the threads of these earlier debates together or better still transfer their speculations and proposals to a new level of coherence.

A fourth reason is that the Green Paper has deep roots in the private world of Whitehall. Its seeds were sown in the middle 1970s when Anthony Crosland, now brusquely announced "the party's over". Its first shoots appeared in the 1978 Brown Paper with a title so reminiscent of Tuesday's paper, *Higher Education into the 1990s*. Well before Mrs Thatcher's victory in 1979 the shape of the debate had been fixed: would higher education before the end of the century suffer from "falling rolls", to adopt the phrase describing the experience of schools which so dominated DES preoccupations. Or would higher education float free and clear across the gloomy demographic valley? It has not been just a debate about student numbers, although these projections have often served as the most convenient proxy; it has also been about the values expressed through higher education.

Nor has this debate been confined to the isolated "future development of universities, polytechnics and colleges". It has to be seen in the context of the dominant social trends in the larger social state, possibly the mass redistribution from services for the young (like schools and much more largely higher education) to services for the old (like health and large parts of social security). This redistribution has a momentum larger than the intentions of any single Government, and the future of higher education is ambiguously but decisively dominated by it.

So the Green Paper may appear a banal document but it has tangled and interesting roots — in the post-Robbins

biatus, in the ambition of ministers to make their mark in higher education as well as schools (let's forget about youth training!), in the Leverhulme/UGC/NAB enthusiasm for futurology (and utopianism?) and in Whitehall's slow but massive redistribution of social expenditure. A degree of incoherence and superficiality was only to be expected. Yet this helps to explain the unsatisfactory character of the Green Paper not to excuse it.

The most widespread, maybe unanimous, criticism of the Green Paper will be that it has almost nothing new to say, and that what little is new is negative in spirit and occasionally threatening in tone. Both are true. The paper is largely a reiteration of policies, most of them myopic and damaging, which the Government has rigidly pursued since 1979; and the new material mainly consists of opaque threats about "the closure of whole institutions" or out-of-favour universities being stripped of all their research funding by the UGC.

But the Green Paper cannot be discounted because it contains so little that is new. For its purpose is to legitimize the recent past rather than to propose an exciting future. Its intention is to persuade higher education that it must operate up to the 1990s, as it has had to operate since 1979, in a cold climate. You've never had it so bad — and it's getting worse; that sums up the message.

try's economic performance improves, we shall be even less able than now to afford many of the things that we value most — including education for pleasure and general culture and the financing of scholarship and research as an end in itself. Well at least the historians and nuclear physicists now know how they are rated by Sir Keith Joseph. This phillistine and naive dichotomy of "computers before culture" is the foundation on which the argument of the Green Paper, and presumably the Government's whole higher education policy, are based.

The retrospective quality of the Green Paper is not an accident, or evidence that having failed to collect the brain the DES can find nothing significant to say about the future. The policies endorsed and celebrated in the paper do not lie in the speculative, and so arguable, future; they are already in operation. Public support of higher education has been cut, and will be cut more. Rationalization has been enthusiastically promoted — and is about to switch up into a higher gear. Tough no-nonsense management, pioneered after the 1981 Butler Committee has now been authoritatively endorsed by Jarritt, no matter that it will destroy the professional collegiality which is the social form that gives rise to genuine intellectual creativity and real academic excellence. Social science and arts have been cut back, and will be cut again to fund room for an expansion of technology, especially if it is sexily prefixed by "information". And planning power has been remorselessly accumulated at the centre, aided by the collaboration of the UGC and the experts of the NAB. This is the post-Robbins order; the new Iron Age, that the Green Paper is designed to endorse.

Yet another quality of the Green Paper is its timidity, a timidity that verges occasionally on dishonesty. In general message it is certainly one of clarifying contradiction but the DES keeps its head well down on the facts. There are many examples. First, although the Government is

determined to plan according to the lowest defensible projection of student numbers in the 1990s, the Green Paper tries to soften the pain (and of course the protest) by promising endless methodological refinement and constant revision of its forecasts. Second, it accepts the UGC's and the NAB's rewriting of the Robbins principle to replace the criterion of qualification by "ability to benefit", but with caveats that emphasize the need to balance the benefit and the cost and "intellectual competence, motivation and maturity" (an easy code to crack). The result is an effective restriction rather than extension of opportunity. A third example is the Green Paper's attitude to continuing education. Again the UGC and NAB recommendation is accepted in the letter and violated in the spirit.

Even red-blooded reactionaries may be disappointed. There is a cynicism about the Green Paper that they may interpret as infirmity of radical-right purpose. It talks toughly enough of "the closure of whole institutions"; but does this mean half a dozen universities (or at least the Polytechnic of North London), or just tidying up the far fringes of higher education by closing or merging a few failing colleges? The Green Paper also talks toughly but vaguely about some universities losing all their research funding, although this prospect is plainly at odds with even the rashest plans of the UGC.

A further example is the way the Green Paper pulls its punches over performance indicators. An exhaustive list of possible indicators is given in annex B — comparative unit costs by discipline and sector, graduate unemployment rate broken down in the same way, and so on. Yet the connection between this Gradgrind-style apparatus, and the pattern of funding or the promotion of cost-effectiveness is not explained in the Green Paper. Ominous allusion cannot be allowed to substitute for operational rigour.

A third quality of the Green Paper, after retrospection and timidity, is conservatism. This is not a charter for radical reform. Instead the dominant motif seems to be a decaying status quo. There is no suggestion that the structure and pattern of higher education established during the Robbins and Crosland (the post-Robbins) period need to be changed. The binary division is to remain presumably into the next century. That is a defensible policy, although the strong impression is that the DES has arrived at this conclusion through inertia rather than argument. But what is not defensible is that no serious attention has been given to the NAB's claim for greater equality of base funding between the two sectors, and that the Government has abdicated its responsibility to provide a clear statement of the distribution of students between the universities and the polytechnics and colleges.

The Green Paper has been so widely condemned that it seems fair already to label it a public relations disaster for the Government. To the surprise of some it has been seen as a boring outrage rather than an outrageous bore. It is a disaster for the DES, as serious in its own way as the surrender over *Training for Jobs*. The paper's imagination exposed in the DES has been the capacity to manage higher education: too timid to impose a Thatcherite course-revolution, but too tough to maintain any significant identity of interest with the universities, polytechnics and colleges. A simple comparison between the joint UGC/NAB chapter on "Higher Education and the Needs of Society" and the first chapter of the Green Paper "The Government's Main Concerns" is enough to show that the gap between the academy and the (present) polity has become unbridgeable.

In a fumbling way the Green Paper is a moment of truth. Of course we knew already how negative and phillistine the Government's approach to higher education had become, but to have it so wretchedly confirmed is a shocking and chilling experience.



Fifth Column

I write this column on the day following the celebrations of the fortieth anniversary of VE Day — without a hangover and without all the glorious feelings we have heard about in the last few days. The reminiscences were moving. The Queen remembers being let loose among the crowds outside Buckingham Palace and meeting all sorts of happy working people and obviously it was an unforgettable time — a mood of joy and release.

But that is not my memory of it at all. I must have been 15 years old at the time and therefore open to experience and full of optimism. There must have been celebrations at school; there were some at the village hall and the pub beside it, with everybody being hearty and generous. But oddly enough I do not remember the occasion being wonderful. I had an impression of people doing their best to be irresponsible and without a care in the world but of everything being rather forced. I think I slunk off, had a beer and went to bed.

It was not that I didn't know what had been happening during the war. I had spent two years in an orthopaedic hospital surrounded by other victims of disease or war as wounded servicemen doing their best not to get better too quickly. In bed and walking I had listened to endless radio programmes about the progress of the war, nothing new then that they were probably as false as to keep our spirits up. I had met heroic airmen who spoke humbly about their experiences. I had written regularly to an uncle who was a prisoner of war in Oflag IVC which turned out later to be Colditz Castle.

But I suppose even then it was not clear to me what exactly we were celebrating and what we had caused to be hilarious about. For friends from eastern Europe, especially Poland, victory for us sounded like disaster for them, as indeed it was — although it took a few months to learn just how great a disaster they had suffered, exchanging one tyranny for another with less hope of ever being released from it.

The one definite achievement of the war was the closing of the concentration camps and the saving of at least some of the Jews who had been condemned to starve or be gassed to death. I went to see the first films of the horrors of Belsen. It was good to know that the horror had been brought to an end but infinitely depressing to have discovered how civilized people could behave. I don't think I ever recovered my confidence in human nature after seeing those scenes on film. I cannot have been alone in discovering not only the horror but the futility of war.

For a relatively few short years following Labour's victory in the election it did seem as if we had entered a brave new world, a planned world of socialist equality. That was a dream that faded after a few years. But it was great while it lasted.

It must be a time for me to rejoice. A pity that I find it so difficult.

Patrick Nutgens

The Times Higher Education Supplement

May 31, 1985 No 656 Price 60p



BBC football commentator Archie MacPherson was, if not over the moon, at least several feet off the ground at his installation as a rector of Edinburgh University. Mr MacPherson, who succeeds Liberal leader Mr David Steel, said in his installation address that both universities and the BBC were under threat from cost-saving exercises.

CNAA defends validation by equals

by Karen Gold

The Council for National Academic Awards is expected to insist that no public sector institution should be asked to peer review in its reply to the Lindop report on validation.

A series of proposals counter to Lindop will be discussed at a special council meeting next Tuesday. The proposals are put forward by CNAA working groups including one led by council chairman Sir Alistair Pilkington.

They state that all institutions should be subject to peer review. Within that, forms of validation should then be negotiated between the council and each individual institution, with "one subject" to no more than a quinquennial review.

Each institution should be asked to agree a form of validation with a council working party, to be approved

through a less bureaucratic procedure than the present one involving all subject boards. There should also be an agreed amount of paperwork, with penalties imposed for exceeding it.

That would partly answer criticisms of CNAA bureaucracy and inflexibility. But in fact the two proposed systems would be very different. The Lindop committee outlined a hierarchical system in which external examiners' powers and activities were enhanced.

Certain institutions would be designated by the Secretary of State for Education and Science as being worthy of autonomy in validation, subject only to a review every seven years, not by the CNAA. Other institutions would be offered institutional accreditation, grouped course validation, and individual course validation. The emphasis of the report was that external

validation inhibited high standards and institutional maturity.

The CNAA proposals accept freedom for institutions up to the accreditation model, but in a much looser system. But they emphasise national peer review not external examiners as guarantors of standards. They outline four principles established by Sir Alistair's study group: that the quality of courses in higher education must be maintained, enhanced and comparable across the system; that a national system of peer review should be sustained; that validation must be simplified and streamlined; and that each institution must be trusted with the fullest possible responsibility for its own validation.

To emphasise the distance between itself and Lindop, the council's response will not answer point by point the questions raised by Lindop.

Petition calls for assembly over sacking

by Peter Aspdén

A lecturer at Warwick University has been dismissed because of his alleged sexual harassment of a female student.

Mr Barry Russell, a theatre studies lecturer since 1979, was sacked following a meeting of the university council, which decided he had made improper advances towards the student. He was dismissed, with three months' salary in lieu of notice, on grounds of "good cause".

But more than 70 members of the university's academic staff have now signed a petition calling for a special assembly to look into the case. They are unhappy about the way the decision was taken and the grounds of Mr Russell's dismissal.

The complaint against Mr Russell came from the student last June, via her personal tutor, who said the incident had occurred seven months earlier. She said Mr Russell asked her to make a sexual proposition to her. She refused and following a row they parted company, and the matter did not crop up again.

Mr Russell, who denies the student's version of events, said: "Even if it were true, there was no harassment. It was a misunderstanding and a difficult situation which I should have handled very differently. But there was certainly no follow-up and no question that it affected academic work or assessment in any way."

US overtakes in acceleration

from Jon Turney

LOS ANGELES
American physicists' ambitions for the next round of particle accelerator design, have already outrun the capacity of the main European site at CERN in Geneva, and look set to confine other countries to a subsidiary role in future experiments.

Professor Leon Lederman, director of the US Fermi National Accelerator Laboratory outlined the latest American plans at the Triple AS-1985 annual meeting in Los Angeles this week. He said current plans to build a super high energy accelerator at CERN would not lead

to a machine which could address "the crucial scientific issues".

The US high energy physics community is pressing ahead with the design for the so-called "super conducting super collider". This machine, to collide very fast moving protons, will be between 90 and 160 kilometers round. A dozen states are already vying to offer a site, on the assumption the US government will foot a possible \$6-billion bill.

A main rival to the American scheme is a plan to install a proton collider in the 27 kilometre tunnel already built at CERN for the large electron positron collider (LEP).

Scruton proposal attacked as 'intellectual policing'

by Adriana Căudrey

A body empowered to recommend withdrawal of state funding from higher education institutions which engage in blatant indoctrination is proposed in a report published this week.

The proposal is contained in the report *Education and Indoctrination: An Attempt at Definition and a Review of Social and Political Implications* by Dr Roger Scruton, reader in philosophy at Birkbeck College, and the editor of the right-wing *Saturday Review*. Dr Dennis O'Keefe, senior lecturer in sociology of education at the Polytechnic of North London, and Miss Angela Ellis-Jones, a political researcher.

It has been submitted to Sir Keith Joseph, Secretary of State for Education and Science, who is concerned about political indoctrination within education. It follows close on the heels of a document he has received from a working party of the Conservative National Advisory Committee on Education, which argues that political interference is rife in schools.

Dr Scruton's report claims that neo-Marxist theory dominates in certain universities and polytechnics, and concludes: "If indoctrination exists in schools, it is at least partly because it exists in such institutions of education, where it is justified by the theories of a politicising sociology."

The report points to the London University Institute of Education as one of the "notorious offenders" where it comes to indoctrination. It argues that this is particularly dangerous because the emergence of "education" as a separate academic discipline means higher education establishments have a "big influence on the character of the school curriculum."

NAB, UGC cause confusion over teacher review

by John O'Leary and Patricia Santinelli

Only the Polytechnic of North London has been recommended for a definite reprieve in the first round of discussions on the National Advisory Body's teacher training closure list.

The door has been left ajar for the College of St Mark and St John in Plymouth to escape if other voluntary colleges offer to lose sufficient places to enable it to survive. But NAB officers' proposals that Hertfordshire and North Riding colleges and Portsmouth Polytechnic should cease initial teacher training were accepted.

The NAB's teacher education group has made only marginal changes to the officers' recommendations to accommodate PNL, which was given credit for its access course and specialization in provision for ethnic minorities. The revised proposals will be put to the NAB board on June 10, when their consequences for other public sector provision will be considered.

However, the entire review of teacher training has been thrown into confusion by the reluctance of both the NAB and the University Grants Committee to accept the long-term recruitment targets set by Sir Keith Joseph, Secretary of State for Higher Education.

The NAB committee, in its first discussion of the targets set for the public sector, left open the possibility of distributing places only for 1986, making subsequent allocations provisional. Its members were concerned about the impact of the targets on its overall planning exercise for 1987/88. The University Grants Committee education subcommittee failed this week to allocate teacher training places beyond 1986 after universities refused to accept planned increases after that on the grounds of insufficient resources.

This is because of the Government policy of asking for a 2 per cent per annum cut in income and introducing selective funding for research.

From 1986 onwards universities' quota of primary and postgraduate places will be reduced. The Certificate of Education places were due to rise to represent almost double the current intakes at 700 and 975 per annum respectively. Secondary 'BED' places were expected to rise from

the current intakes of 354 to 575 per annum.

But even setting increases for 1986 has not been free of problems. Too few officers were received for primary BED places — university departments of education were allocated an extra 85 places for 1986 from 340 to 425. Too many officers were received for the primary PGCE — this was set to increase by 80 from 670 to 750.

The UGC subcommittee has now asked the Department of Education and Science if it would be possible to change some of the primary BED places into PGCE ones.

The committee is also asking the UGC to deal with the question of resources as a matter of urgency. There is strong feeling that the Government has failed to appreciate not only the cost of providing more places, but also that of introducing a 36 week PGCE with its implications for research and staffing, as well as providing increased inservice training.

The Voluntary Sector Consultative Council is to meet next week to discuss how St Mark and St John College can be helped to retain its teacher training places.

Chairman Dr David Harrison said that the council was very supportive as the college had a strong regional argument for survival.



Freud's legacy, 13

sorship. It's not so much a question of indoctrination as whether or not you happen to like the particular ideology."

Professor O'Connell and his colleagues are particularly annoyed about what they describe as "dangerously misleading" references to the school to peace studies.

The report says: "Any institution that wished to retain indoctrination courses could then look elsewhere for the necessary funding — as the school of peace studies at Bradford University looks to the Rowntree Trust."

Professor Scruton's report also attacks the indoctrination of what it calls "radicalized subjects" such as women's studies, black studies, and peace studies. It calls the latter "unilateral propaganda", and believes it should not be taught to school children under 16 years old.

Education and Indoctrination by Roger Scruton, Angela Ellis Jones and Dennis O'Keefe. Available from The Shadowfax Press, 88, Tynley Road, London. Price: £3.95.

Letters to the editor

The proper place for academic expertise

Sir, - Not long ago, a letter in a national newspaper seemed to me to raise an important issue of principle. It did not lie in the writer's exposition of the deeply moving weekend which he had spent blowing kisses at cruise missiles, but rather in the three-word address under his signature, "University of X".

I wondered whether the poor fellow did indeed wander homeless in the precincts of one of our great civic universities. However, I suspect that the address was intended to suggest that he was not really the idiot which his effusion indicated, but rather a person of some consequence.

Both the miners' strike and the sinking of the *Belgrano* seemed to produce a crop of letters to newspapers, with such signatures as "lecturer in history, University of Z". As an historian, I have always felt that there are few lessons among its students and I object to those who bolster frequently adolescent political views by signing themselves - in effect - "Expert". There is a need for a code of practice

in higher education on the use of such labels in public debate. Some institutions forbid all such statements, but I suggest that this is too sweeping. There would seem to be three categories of public statement by academics.

The first is statements about current political events in which academics have the same rights and the same platform as other citizens, and should write from private addresses and leave their arguments unvarnished by pompous trappings of superior wisdom.

The second concerns issues connected with higher education where, like MPs, lecturers should declare an interest. Pretending to be an ordinary citizen and writing with enthusiasm about the need to expand the universities is hardly fair.

The third category concerns neutral contributions to public debate which primarily involve specialist information, where scholars are entitled to identify themselves. Recently, for instance, a national newspaper has carried correspondence comparing inflation in the 1970s with similar periods in the sixteenth century. Several Tudor

historians have made authoritative contributions and on the whole have achieved the unlikely feat of convincing members of the public that advanced study of Tudor history is a socially valuable exercise.

Of course, there is a fine line to be drawn here. A scientist who warns of the consequences of nuclear war is entitled to identify himself so that other citizens may evaluate the weight of his opinion. A scientist who assures us that the only way to avoid nuclear war is to buy Trident is trading on his academic standing to give a spurious endorsement to his political judgements.

It may be argued that some academics do in fact live on campus - as wardens of residences or inmates of colleges. If they wish to write to newspapers, they should add covering letters pointing out that they do so in a private capacity and asking editors to abbreviate their addresses accordingly.

Ultimately, the solution lies in peer group pressure. In too many common rooms, one hears the effusive: "Like

your letter in the *Voyeur*, old chap." These comments actually have two meanings. One is: "I read quality papers too"; and the other is: "Contrary to all appearances, the University of Sticksville really is in the mainstream of national debate."

A far better response to the more preposterous ego trips penned from university and college addresses would be: "I didn't know that the department of basketweaving had an official line on Nicaragua."

I hope that higher education in Britain will never become a monastic community remote from the daily issues of the country. I fear rather that some among us feel entitled to don the garb of a secular priesthood and rely on status rather than argument to support their ideas.

To argue from authority is contrary to everything that higher education should represent.

Yours sincerely,
GEOFF MARTIN,
6 Rochester Terrace,
Edinburgh.

Poly directors on validation

Sir, - While I have no intention of entering into a public debate with Robinson about the Committee of Directors of Polytechnics' policy on validation, I must refuse implication that my welcoming of Lindop report was in some way variance with that policy (*THES*, 16.3).

In its submission to Lindop, the CDP said: "The CDP is unaware of any valid reasons why some public sector institutions should not be subject to validation. It believes there to be a range of models which would prove effective in the maintenance and enhancement of academic standards. These include models based on the characteristics of the polytechnic models involving accreditation as models dependent on some form of licensing... CDP hopes that the committee will give every consideration to this range of possibilities which contains in outline the ideal solution to the problems which have to be considered."

The broad spectrum approach was adopted by the CDP because it was not still is not known how individual polytechnics will wish to respond to the new opportunities. Directors can no more pledge their own institutions in this than the CDP can pledge its individual directors.

Although the Lindop committee's recommendations vary in some detail from what the CDP might have wished, overall the proposals bear such a close relationship to the CDP's own vision, that I did not hesitate to give a warm welcome to the report on behalf of the CDP, a welcome that we echoed this week by the meeting of CDP officers and chairmen.

Personally, I believe that the Lindop committee has rendered public sector higher education a great service. The proposals in themselves are not demanding as Mr Robinson claims. They provide an equality of opportunity to all institutions and none have been selected in the report for preferential treatment over others. Considering the evidence which has been accepted recently to support applications for charters, why should not all polytechnics aspire to full self-validation?

I hope the Secretary of State will now take the action recommended by Lindop and thus enable the full status and academic potential of polytechnics to find true expression, which could only be to the long-term benefit of public sector higher education.

Yours faithfully,
HARRY LAW,
Chairman, Committee of Directors of Polytechnics.

Yours faithfully,
CHRISTOPHER TURNER,
Dean of faculty of social and cultural studies,
Brighton Polytechnic.

Yours sincerely,
CHRISTOPHER TURNER,
Dean of faculty of social and cultural studies,
Brighton Polytechnic.

Name games

Sir, - I am disappointed that in the discussion in your pages of the title of a higher education institutions no attention was paid to the issue of identity.

To be identified as a university or a technical college, like being a footballist or a doctor, is to be the subject of expectations of a number of a tradition which profoundly affects, in course and relationships. Whether an institution is worthy of belonging to a particular "genre" should depend on its attainment of not only resources and expertise, but values and a particular kind of community.

The qualities that a university represents in the western tradition are not to be summed up shortly or lightly, but the current debate about names tends to be short on insistence on the respect for learning, integrity and independence which the structure and spirit of the best kind of academic institutions is expected to possess strongly and surely.

Yours truly,
ANTHONY BECK,
516 Fulham Palace Road,
London SW6.

Talks bid to break deadlock

by David Jobbins

Informal talks are expected shortly between union leaders and some local authority employers on ways of breaking the deadlock over college lecturers' pay.

Leaders of the National Association of Teachers in Further and Higher Education have been pressing publicly for demand for the repeal of their demand for the repeal of the Remuneration of Teachers Act with increased emphasis in recent weeks.

They believe that rapid progress is unlikely in the Burnham Further Education Committee and that an alternative forum had to be actively sought.

Both they and the local authority employers want to break away from the legal framework of Burnham and enter into a new forum for free collective bargaining.

They share the view that the Burnham system, with its Department of Education and Science veto on initiatives such as the one earlier this year, which could have given lecturers 5 per cent with the promise of more to come through structure talks, is unnecessary.

Now there are indications that some local authority employers on the committee will be receptive to arguing the case with ministers and informal discussions are expected to centre on this. There is to draw up plans for a campaign of selective strike action in the new academic year and is to try to lighten up the voluntary duties.

Updated returns in the ballot for May's wave of one-day strikes confirm that a narrow majority of the union's eligible membership voted against. Returns from 489 of the union's 777 branches show only 217 voting in favour of the strike.

Just 71 branches had sufficient majorities for members to be instructed to strike - the rest were simply authorized. Only four of the 14 regions had majorities for strike action - Inner London, outer London, Wales, Yorkshire and Humberside.

Meanwhile, vice chancellors are holding firm on the 4 per cent cash increase, which they are offering to university lecturers, writes Peter Aspin.

The Association of University Teachers has already rejected the offer, and is balloting its members on the strategy of its pay campaign.

But the chairman of the University Authorities Panel, Dr Tom Johnson, said the financial squeeze on universities made it impossible to exceed the 4 per cent offer.

"The UAP agrees that there has been salary erosion over recent years and that a review is needed. There is no dispute about that. But the present negotiating machinery already provides established and satisfactory means for initiating a comprehensive review of university pay," he said.

Dr Johnson's comments followed a meeting of the Committee of Vice Chancellors and Principals, which has decided to take a hard line on pay this year because of the financial pressures facing most universities.

several other charges against Mr Russell and passed on three complaints to the council.

The council quashed two of the charges, but decided that the one 'incident' was sufficient grounds for good cause dismissal.

But Mr Russell claims he has been unfairly victimized by the university, which was anxious to see him leave after he staged a prolonged fight to save the university's theatre studies department.

"My card was marked because I tried to defend the department when the university wanted to close it," he said. "The department reorganization was decided in June 1984 and the student's charges were first brought against me a month later. Throughout the whole summer I was asked to resign several times."

He said the procedure of bringing the charges against him was hastily and wrongly followed - the first "selection" committee had to be disbanded and another one set up after the intervention of Mr Russell's legal advisers.

Under the polytechnic's constitution the case of any members of staff suspended must be discussed at a special meeting of the polytechnic council within 15 days. The court will meet to discuss Mr Moore's case on June 10. Meanwhile he is suspended on full pay from all his polytechnic duties.

Green Paper hostility rages on

Mr Peter Brooke, under-secretary for higher education, has defended the Government's Green Paper, which has received a critical mauling from most quarters, including his own party's back benches.

Answering one of the most persistent criticisms at the Royal Academy of Arts annual banquet, Mr Brooke said the paper's emphasis on science, engineering and technology should not be taken to imply that the Government failed to recognize the contribution of the humanities and the arts to the development of the economy and society.

"Definitions of vocational and technological relevance must not be drawn too tight, and many arts and humanities courses are educationally relevant, and some, like languages and design, can be particularly important to industry," he said.

"All arts and humanities subjects develop analytical and critical skills of broad vocational relevance provided they are of high quality. They also help to transmit and enrich our cultural heritage and sense of civilization, which provides the framework for industrial and technological advance."

But that will provide scant satisfaction for academics involved in the arts, humanities and social sciences, who feel the Government is paying little more than lip service to their subjects.

Dr Rod Lyall, a leading official of the Standing Conference of the Arts and Social Sciences in Universities, said the Green Paper was an "outrageous document". "The reduction in funding combined with the switch of students into more expensive courses means an immediate reduction in educational opportunity, which has very serious implications," he said.

Trade unions and political parties have also been sharply critical of the paper's pessimistic and indecisive tone.

Mr Peter Dawson, general secretary of the National Association of Teachers in Further and Higher Education, said the Green Paper was riddled with contradictions, promising courses for all capable of benefit from them but planning for numbers which would result in 6,500 applicants being denied access.

The Labour Party is to use one of its supply days in the Commons next week to debate its critical motion on the paper.

Mr Clement Freud, the Liberals' education spokesman, attacked the Green Paper as an attempt to explain away what had happened in the past rather than to plan for the future. A major weakness was its acceptance that the demographic decline condemned society to a decline in the supply of students, he said.

Dr David Owen, the Social Democratic leader, added that the paper was the most deeply depressing education document to be issued since the war, which showed the Government's higher education policy to be in a "state of total paralysis".

Even Mr Robert Rhodes James, the Conservative Party's own liaison officer for higher education, said: "It is deeply disappointing that so many of the arguments put to ministers on strategy appear to have been ignored."

There is confusion in Scotland over the intended status of the Green Paper. The paper acknowledges that decisions on higher education strategy will be taken in the light of advice from the Scottish Tertiary Education Advisory Council.

But Mr Jim Sillars of the Scottish National Party's executive claimed that no English government would allow Scottish institutions a free hand. And Mr Alan Smart, Scottish president of the National Union of Students, said that if the Government remained uninfluenced by other representations, it was doubtful that Mr Younger would be influenced by the STEAC if it produced alternative proposals for Scotland.

Dr Paul Hudson, the Association of University Teachers' representative in Belfast, dismissed the paper as "a rebash, a concentration of all Government prejudices into one document", and asserted that many factors unique to Northern Ireland had been ignored.

the most deeply depressing education document to be issued since the war, which showed the Government's higher education policy to be in a "state of total paralysis".

Even Mr Robert Rhodes James, the Conservative Party's own liaison officer for higher education, said: "It is deeply disappointing that so many of the arguments put to ministers on strategy appear to have been ignored."

There is confusion in Scotland over the intended status of the Green Paper. The paper acknowledges that decisions on higher education strategy will be taken in the light of advice from the Scottish Tertiary Education Advisory Council.

But Mr Jim Sillars of the Scottish National Party's executive claimed that no English government would allow Scottish institutions a free hand. And Mr Alan Smart, Scottish president of the National Union of Students, said that if the Government remained uninfluenced by other representations, it was doubtful that Mr Younger would be influenced by the STEAC if it produced alternative proposals for Scotland.

Dr Paul Hudson, the Association of University Teachers' representative in Belfast, dismissed the paper as "a rebash, a concentration of all Government prejudices into one document", and asserted that many factors unique to Northern Ireland had been ignored.

Mr Peter Brooke, under-secretary for higher education, has defended the Government's Green Paper, which has received a critical mauling from most quarters, including his own party's back benches.

Answering one of the most persistent criticisms at the Royal Academy of Arts annual banquet, Mr Brooke said the paper's emphasis on science, engineering and technology should not be taken to imply that the Government failed to recognize the contribution of the humanities and the arts to the development of the economy and society.

"Definitions of vocational and technological relevance must not be drawn too tight, and many arts and humanities courses are educationally relevant, and some, like languages and design, can be particularly important to industry," he said.

"All arts and humanities subjects develop analytical and critical skills of broad vocational relevance provided they are of high quality. They also help to transmit and enrich our cultural heritage and sense of civilization, which provides the framework for industrial and technological advance."

But that will provide scant satisfaction for academics involved in the arts, humanities and social sciences, who feel the Government is paying little more than lip service to their subjects.

Dr Rod Lyall, a leading official of the Standing Conference of the Arts and Social Sciences in Universities, said the Green Paper was an "outrageous document". "The reduction in funding combined with the switch of students into more expensive courses means an immediate reduction in educational opportunity, which has very serious implications," he said.

Trade unions and political parties have also been sharply critical of the paper's pessimistic and indecisive tone.

Mr Peter Dawson, general secretary of the National Association of Teachers in Further and Higher Education, said the Green Paper was riddled with contradictions, promising courses for all capable of benefit from them but planning for numbers which would result in 6,500 applicants being denied access.

The Labour Party is to use one of its supply days in the Commons next week to debate its critical motion on the paper.

Mr Clement Freud, the Liberals' education spokesman, attacked the Green Paper as an attempt to explain away what had happened in the past rather than to plan for the future. A major weakness was its acceptance that the demographic decline condemned society to a decline in the supply of students, he said.

Dr David Owen, the Social Democratic leader, added that the paper was the most deeply depressing education document to be issued since the war, which showed the Government's higher education policy to be in a "state of total paralysis".

Even Mr Robert Rhodes James, the Conservative Party's own liaison officer for higher education, said: "It is deeply disappointing that so many of the arguments put to ministers on strategy appear to have been ignored."

There is confusion in Scotland over the intended status of the Green Paper. The paper acknowledges that decisions on higher education strategy will be taken in the light of advice from the Scottish Tertiary Education Advisory Council.

But Mr Jim Sillars of the Scottish National Party's executive claimed that no English government would allow Scottish institutions a free hand. And Mr Alan Smart, Scottish president of the National Union of Students, said that if the Government remained uninfluenced by other representations, it was doubtful that Mr Younger would be influenced by the STEAC if it produced alternative proposals for Scotland.

Dr Paul Hudson, the Association of University Teachers' representative in Belfast, dismissed the paper as "a rebash, a concentration of all Government prejudices into one document", and asserted that many factors unique to Northern Ireland had been ignored.

the most deeply depressing education document to be issued since the war, which showed the Government's higher education policy to be in a "state of total paralysis".

Even Mr Robert Rhodes James, the Conservative Party's own liaison officer for higher education, said: "It is deeply disappointing that so many of the arguments put to ministers on strategy appear to have been ignored."

There is confusion in Scotland over the intended status of the Green Paper. The paper acknowledges that decisions on higher education strategy will be taken in the light of advice from the Scottish Tertiary Education Advisory Council.

But Mr Jim Sillars of the Scottish National Party's executive claimed that no English government would allow Scottish institutions a free hand. And Mr Alan Smart, Scottish president of the National Union of Students, said that if the Government remained uninfluenced by other representations, it was doubtful that Mr Younger would be influenced by the STEAC if it produced alternative proposals for Scotland.

Dr Paul Hudson, the Association of University Teachers' representative in Belfast, dismissed the paper as "a rebash, a concentration of all Government prejudices into one document", and asserted that many factors unique to Northern Ireland had been ignored.

Green Paper hostility rages on

Mr Peter Brooke, under-secretary for higher education, has defended the Government's Green Paper, which has received a critical mauling from most quarters, including his own party's back benches.

Answering one of the most persistent criticisms at the Royal Academy of Arts annual banquet, Mr Brooke said the paper's emphasis on science, engineering and technology should not be taken to imply that the Government failed to recognize the contribution of the humanities and the arts to the development of the economy and society.

"Definitions of vocational and technological relevance must not be drawn too tight, and many arts and humanities courses are educationally relevant, and some, like languages and design, can be particularly important to industry," he said.

"All arts and humanities subjects develop analytical and critical skills of broad vocational relevance provided they are of high quality. They also help to transmit and enrich our cultural heritage and sense of civilization, which provides the framework for industrial and technological advance."

But that will provide scant satisfaction for academics involved in the arts, humanities and social sciences, who feel the Government is paying little more than lip service to their subjects.

Dr Rod Lyall, a leading official of the Standing Conference of the Arts and Social Sciences in Universities, said the Green Paper was an "outrageous document". "The reduction in funding combined with the switch of students into more expensive courses means an immediate reduction in educational opportunity, which has very serious implications," he said.

Trade unions and political parties have also been sharply critical of the paper's pessimistic and indecisive tone.

Mr Peter Dawson, general secretary of the National Association of Teachers in Further and Higher Education, said the Green Paper was riddled with contradictions, promising courses for all capable of benefit from them but planning for numbers which would result in 6,500 applicants being denied access.

The Labour Party is to use one of its supply days in the Commons next week to debate its critical motion on the paper.

Mr Clement Freud, the Liberals' education spokesman, attacked the Green Paper as an attempt to explain away what had happened in the past rather than to plan for the future. A major weakness was its acceptance that the demographic decline condemned society to a decline in the supply of students, he said.

Dr David Owen, the Social Democratic leader, added that the paper was the most deeply depressing education document to be issued since the war, which showed the Government's higher education policy to be in a "state of total paralysis".

Even Mr Robert Rhodes James, the Conservative Party's own liaison officer for higher education, said: "It is deeply disappointing that so many of the arguments put to ministers on strategy appear to have been ignored."

There is confusion in Scotland over the intended status of the Green Paper. The paper acknowledges that decisions on higher education strategy will be taken in the light of advice from the Scottish Tertiary Education Advisory Council.

But Mr Jim Sillars of the Scottish National Party's executive claimed that no English government would allow Scottish institutions a free hand. And Mr Alan Smart, Scottish president of the National Union of Students, said that if the Government remained uninfluenced by other representations, it was doubtful that Mr Younger would be influenced by the STEAC if it produced alternative proposals for Scotland.

Dr Paul Hudson, the Association of University Teachers' representative in Belfast, dismissed the paper as "a rebash, a concentration of all Government prejudices into one document", and asserted that many factors unique to Northern Ireland had been ignored.

the most deeply depressing education document to be issued since the war, which showed the Government's higher education policy to be in a "state of total paralysis".

Even Mr Robert Rhodes James, the Conservative Party's own liaison officer for higher education, said: "It is deeply disappointing that so many of the arguments put to ministers on strategy appear to have been ignored."

There is confusion in Scotland over the intended status of the Green Paper. The paper acknowledges that decisions on higher education strategy will be taken in the light of advice from the Scottish Tertiary Education Advisory Council.

But Mr Jim Sillars of the Scottish National Party's executive claimed that no English government would allow Scottish institutions a free hand. And Mr Alan Smart, Scottish president of the National Union of Students, said that if the Government remained uninfluenced by other representations, it was doubtful that Mr Younger would be influenced by the STEAC if it produced alternative proposals for Scotland.

Dr Paul Hudson, the Association of University Teachers' representative in Belfast, dismissed the paper as "a rebash, a concentration of all Government prejudices into one document", and asserted that many factors unique to Northern Ireland had been ignored.

Green Paper hostility rages on

Mr Peter Brooke, under-secretary for higher education, has defended the Government's Green Paper, which has received a critical mauling from most quarters, including his own party's back benches.

Answering one of the most persistent criticisms at the Royal Academy of Arts annual banquet, Mr Brooke said the paper's emphasis on science, engineering and technology should not be taken to imply that the Government failed to recognize the contribution of the humanities and the arts to the development of the economy and society.

"Definitions of vocational and technological relevance must not be drawn too tight, and many arts and humanities courses are educationally relevant, and some, like languages and design, can be particularly important to industry," he said.

"All arts and humanities subjects develop analytical and critical skills of broad vocational relevance provided they are of high quality. They also help to transmit and enrich our cultural heritage and sense of civilization, which provides the framework for industrial and technological advance."

But that will provide scant satisfaction for academics involved in the arts, humanities and social sciences, who feel the Government is paying little more than lip service to their subjects.

Dr Rod Lyall, a leading official of the Standing Conference of the Arts and Social Sciences in Universities, said the Green Paper was an "outrageous document". "The reduction in funding combined with the switch of students into more expensive courses means an immediate reduction in educational opportunity, which has very serious implications," he said.

Trade unions and political parties have also been sharply critical of the paper's pessimistic and indecisive tone.

Mr Peter Dawson, general secretary of the National Association of Teachers in Further and Higher Education, said the Green Paper was riddled with contradictions, promising courses for all capable of benefit from them but planning for numbers which would result in 6,500 applicants being denied access.

The Labour Party is to use one of its supply days in the Commons next week to debate its critical motion on the paper.

Mr Clement Freud, the Liberals' education spokesman, attacked the Green Paper as an attempt to explain away what had happened in the past rather than to plan for the future. A major weakness was its acceptance that the demographic decline condemned society to a decline in the supply of students, he said.

Dr David Owen, the Social Democratic leader, added that the paper was the most deeply depressing education document to be issued since the war, which showed the Government's higher education policy to be in a "state of total paralysis".

Even Mr Robert Rhodes James, the Conservative Party's own liaison officer for higher education, said: "It is deeply disappointing that so many of the arguments put to ministers on strategy appear to have been ignored."

There is confusion in Scotland over the intended status of the Green Paper. The paper acknowledges that decisions on higher education strategy will be taken in the light of advice from the Scottish Tertiary Education Advisory Council.

But Mr Jim Sillars of the Scottish National Party's executive claimed that no English government would allow Scottish institutions a free hand. And Mr Alan Smart, Scottish president of the National Union of Students, said that if the Government remained uninfluenced by other representations, it was doubtful that Mr Younger would be influenced by the STEAC if it produced alternative proposals for Scotland.

Dr Paul Hudson, the Association of University Teachers' representative in Belfast, dismissed the paper as "a rebash, a concentration of all Government prejudices into one document", and asserted that many factors unique to Northern Ireland had been ignored.

the most deeply depressing education document to be issued since the war, which showed the Government's higher education policy to be in a "state of total paralysis".

Even Mr Robert Rhodes James, the Conservative Party's own liaison officer for higher education, said: "It is deeply disappointing that so many of the arguments put to ministers on strategy appear to have been ignored."

There is confusion in Scotland over the intended status of the Green Paper. The paper acknowledges that decisions on higher education strategy will be taken in the light of advice from the Scottish Tertiary Education Advisory Council.

But Mr Jim Sillars of the Scottish National Party's executive claimed that no English government would allow Scottish institutions a free hand. And Mr Alan Smart, Scottish president of the National Union of Students, said that if the Government remained uninfluenced by other representations, it was doubtful that Mr Younger would be influenced by the STEAC if it produced alternative proposals for Scotland.

Dr Paul Hudson, the Association of University Teachers' representative in Belfast, dismissed the paper as "a rebash, a concentration of all Government prejudices into one document", and asserted that many factors unique to Northern Ireland had been ignored.

Green Paper hostility rages on

Mr Peter Brooke, under-secretary for higher education, has defended the Government's Green Paper, which has received a critical mauling from most quarters, including his own party's back benches.

Answering one of the most persistent criticisms at the Royal Academy of Arts annual banquet, Mr Brooke said the paper's emphasis on science, engineering and technology should not be taken to imply that the Government failed to recognize the contribution of the humanities and the arts to the development of the economy and society.

"Definitions of vocational and technological relevance must not be drawn too tight, and many arts and humanities courses are educationally relevant, and some, like languages and design, can be particularly important to industry," he said.

"All arts and humanities subjects develop analytical and critical skills of broad vocational relevance provided they are of high quality. They also help to transmit and enrich our cultural heritage and sense of civilization, which provides the framework for industrial and technological advance."

But that will provide scant satisfaction for academics involved in the arts, humanities and social sciences, who feel the Government is paying little more than lip service to their subjects.

Dr Rod Lyall, a leading official of the Standing Conference of the Arts and Social Sciences in Universities, said the Green Paper was an "outrageous document". "The reduction in funding combined with the switch of students into more expensive courses means an immediate reduction in educational opportunity, which has very serious implications," he said.

Trade unions and political parties have also been sharply critical of the paper's pessimistic and indecisive tone.

Mr Peter Dawson, general secretary of the National Association of Teachers in Further and Higher Education, said the Green Paper was riddled with contradictions, promising courses for all capable of benefit from them but planning for numbers which would result in 6,500 applicants being denied access.

The Labour Party is to use one of its supply days in the Commons next week to debate its critical motion on the paper.

Mr Clement Freud, the Liberals' education spokesman, attacked the Green Paper as an attempt to explain away what had happened in the past rather than to plan for the future. A major weakness was its acceptance that the demographic decline condemned society to a decline in the supply of students, he said.

Dr David Owen, the Social Democratic leader, added that the paper was the most deeply depressing education document to be issued since the war, which showed the Government's higher education policy to be in a "state of total paralysis".

Even Mr Robert Rhodes James, the Conservative Party's own liaison officer for higher education, said: "It is deeply disappointing that so many of the arguments put to ministers on strategy appear to have been ignored."

There is confusion in Scotland over the intended status of the Green Paper. The paper acknowledges that decisions on higher education strategy will be taken in the light of advice from the Scottish Tertiary Education Advisory Council.

But Mr Jim Sillars of the Scottish National Party's executive claimed that no English government would allow Scottish institutions a free hand. And Mr Alan Smart, Scottish president of the National Union of Students, said that if the Government remained uninfluenced by other representations, it was doubtful that Mr Younger would be influenced by the STEAC if it produced alternative proposals for Scotland.

Dr Paul Hudson, the Association of University Teachers' representative in Belfast, dismissed the paper as "a rebash, a concentration of all Government prejudices into one document", and asserted that many factors unique to Northern Ireland had been ignored.

the most deeply depressing education document to be issued since the war, which showed the Government's higher education policy to be in a "state of total paralysis".

Even Mr Robert Rhodes James,

DON'S DIARY

MONDAY

An early start to the day, about 6.50, to catch the 8am train to Cardiff to see two students. Brunel's "thin sandwich" degree structure means that most lecturers spend a peripatetic summer visiting personal students in jobs all round the country. Unfortunately, few students have placements in seaside resorts.

The early train is full of men with briefcases. Do people really live in London and commute to Wales? Both students are working in the civic centre/university area which has the spacious feel of a redbrick campus, although built of blackening white stone. The first works at the health authority building, the "Temple of Peace" which, for some reason, belongs to the United Nations.

Andrew, a third year, is to prepare a compendious manual of administrative policies. This means detective work since policies are often not committed to paper except as pious maxims - "it is HA policy to look after the health and safety of its employees". Policies turn out to be procedures, scattered through myriad committee minutes.

We have coffee (illicitly no doubt) in the Cardiff student union refectory, with archetypically joyous decor, and talk about the dissertation that he will write on this work here. Then walk a few streets to the magistrates' courts where Gareth, a second-year government/law student, works. He's in the general inquiry office; later he will work in the court. Seated in front of a screen, in suit and tie, he's almost unrecognizable - as most students are when you see them at work.

The court is a lively place. This morning some Welsh nationalists were tried "for occupying the education building again" while in the nearby Crown Court the trial of the Welsh miners is nearing the end. After lunch I see Gareth's office supervisor, who seems delighted with him. His fluency in Welsh makes him especially useful when people inconveniently assert their right to use their own language.

TUESDAY

Is Senate day, this week at least. Three of us in the department of government are senators; four if we add the elected student representatives. Others may think that we hog the representative bodies (the student union is invariably run by Government students), but what else does a training in politics and government qualify us for? We have a pre-meeting meeting. Since one of my senate colleagues is Maurice Kogan, expert on higher education policy, and the other, Lisanne Redice, is not unconnected with the Labour Shadow Education Minister, I listen attentively while they decode the senate papers. The Jarrett Report and "performance indicators" worry them most - ideas imported from another world, the world of business.

The Jarrett Report, curiously, fails to arouse much excitement. Not so the paper on sandwich courses which Brunel University proposes to rename them "Higher University Integrated degree courses".

Drive back to London and take a very slow train to Sussex University, to give a paper. I walk to the education department in a steady downpour, up many slopes and stairs. Sussex academics must be the fittest in the country. The audience for my paper - on logical absurdity in Kogan and Ionesco - are MA students, school or college teachers who, after 10 or 15 years work, have earned a year-off for curriculum and self-development - or just recuperation! They are interested, lively, responsive.

WEDNESDAY

Two final-year students are coming to a seminar. Brunel University.

at 9am from a revision session. Were coming. I arrive at 8.30 (to avoid the Uxbridge rush-hour) and get a message. Cricket match cancelled, so they'll come at 11. Two hours to write memos, reply to memos, file memos. Strange how time not spent teaching fills itself so effortlessly, even in the summer term. The students arrive. I talk about theories of interpretation. Should the reader try to recapture Locke's original intentions, or just create his/her own meaning? Such questions appeal more to students of literature.

A departmental meeting in the afternoon. The professor of continuing education comes to encourage us to continually educate - and especially to put on lucrative short courses. The problems that we have in seeing our skills as marketable are clearly revealed. So is the variety of meanings which continuing education has for us. Is it a community enterprise? A PR exercise? A way of compensating for sub-inflation pay rises? A chance to influence people on their terms? Do the university super-bodies and the government know that continuing education means any more than we do? After the meeting I chat with my colleagues and make phone calls, trying to track down a visiting speaker for Tutorial Day, the day when placement students converge on Brunel to discuss their "integrated experience", as we must now say.

THURSDAY

Academic DIY day, spent at home. Armed with Stanley Knife, scissors and sellotape, I start making a fair copy of my book on political ideologies, for a new edition. This needs some thought and a lot of cutting and sticking. Ripping up the two papers back with the knife is a satisfying kind of vandalism. The publisher has set me an interesting task - or obstacle course: revise and update the book, include new material and cut it by 40 pages.

What I won't find out until I give the manuscript to the publisher (too late then) is whether he was merely overbidding to prevent me from writing the extra hundred pages which I first proposed. A lot of academics only encounter the world of business negotiation in this context. We could certainly use some training here.

FRIDAY

Start to write this diary. A key on the typewriter breaks. I try to compose sentences without Vs. Surprisingly difficult. Why does V have such a high value in Scrabble? It's in every other word I go to Birmingham at 11, to see a student working for the regional health authority. In the brand-new information unit. He is not so happy. He was recruited for another task, then switched here because he understands the RBC microcomputer. (Computer literacy can be dangerous!) His days are spent designing multicolour histograms, and playing with something called a "mouse". The director gives me my second lecture of the week on the Griffiths report (which caused his unit to be set up) and then a free computer lesson.

Later I try to convince Peter that his work is relevant - albeit indirectly - to a Government degree. Perhaps I don't succeed entirely, but he's well paid and lives with two other Brunel students in the local nurses' home. Life is not so bad.

SATURDAY

Is devoted to trying to get a typewriter mended quickly, then more editors-and-tape-stuff. How many people realize the practical skills needed for academic life? Memo handling, manuscript management - and for sandwich course lecturers, transport, awareness, logistical accuracy, local geography, supervisor interaction.

For me, the sandwich course system offers a privileged inside view of organizations like the NHS, pressure groups, trades unions. My thought for the week is the parallels between the Jarrett and Griffiths reports. Both attempt to impose business management criteria on public sector institutions. Is this appropriate? Doubtless universities and the NHS could benefit from a year-off for curriculum and self-development - or just recuperation! They are interested, lively, responsive.

Barbara Goodwin

The author teaches in the department of government, Brunel University.

Teacher training 'below par'

by Karen Gold

Half the teaching in polytechnic teacher education departments is unsatisfactory - a higher proportion than any other part of the education system - according to HM Inspectorate's 1984 survey of education spending and provision in England.

Over a quarter of teaching in all public sector teacher training establishments was found less than satisfactory by the inspectors. But the proportion was almost twice as high in the 19 polytechnics whose initial teacher education was inspected, the report says.

The reasons varied and were often closely interrelated, but included the lecturers' lack of recent experience of schools, inappropriate teaching styles and poor organization of the teaching groups, the report says. "As these tutors are the models for future teachers, this high proportion of unsatisfactory teaching cannot be considered acceptable."

The report points to institutional monitoring and by implication validating bodies - mainly the Council for National Academic Awards in polytechnics - as partly responsible. "In-

stitutions should develop better internal checks on standards and take appropriate action to bring about improvement, including updating of school experience and other appropriate in-service training," the report says.

Professor Bill Middlebrook, chairman of the Polytechnic Council for the Education of Teachers and dean of education at Trent Polytechnic, said he was astonished by the claimed proportion. "If the reports are not published, how can they possibly say that as far as 19 institutions are concerned?" he asked. "Against what sort of criteria are they making this judgement? They have only visited universities by invitation; they haven't conducted a full inspection of universities, so they can't compare those. It's slanderous."

The report calls for improvements in management and deployment of resources and accommodation. The individual institutional inspectorate reports from which these conclusions are drawn are still largely unpublished. Most were carried out last year, as part of HMI's intention to inspect all teacher training. So far only three - Middlesex, Kingston and Birmingham

are out.

Accommodation and equipment throughout further and higher education is criticized by the report: "In one-third of further education it was inadequate or inappropriate, affecting the quality of work."

In one third of sessions using resources, the quality of work was affected by the inadequacy of resources. But higher education is provided for than further education, which in turn is better off than schools, the report says. The most significant improvement needed in higher education was better management and deployment of teaching resources.

But the quality of work in both was the most frequently criticized throughout the system: over four-fifths was satisfactory in higher and further education. The least effective teaching approach was the formal lecture; the most effective practical classes.

Report by HMI inspectors on the effectiveness of local authority expenditure on education provision in England, 1984, free from the Department of Education and Science, Honey Lane, Staines, Middlesex HA1 1AZ.

Colleges 'will get CATE approval'

by Patricia Santinelli

The Council for the Accreditation of Teacher Education denied this week that initial training courses at the first nine institutions under scrutiny have failed to get approval.

The council pointed out that a decision had so far been made on only eight institutions - the ninth is still under consideration. When letters go out next week some will be told that they will get approval within one year.

The first nine institutions scrutinized by the CATE were Exeter and Newcastle universities, Kingston and Mid-

dlesex polytechnics, and the colleges of Bretton Hall, Chelmer, Humberstone, Hertfordshire - now the National Advisory Body closure flat - and Rolle.

A claim that all nine institutions had failed to meet approval was made at the first annual general meeting of a new group called the Undergraduate Primary Teacher Education Conference, held earlier this month.

The conference brought together some 73 members of staff, all with responsibility for primary teaching, from 46 institutions. They were angry at the stark interpretation of some criteria, in particular the insistence on

two years of subject studies at a level appropriate to higher education.

The conference has now urged the Secretary of State for Education and Bill Taylor, the chairman of the CATE, to reconsider this particular criterion applied to primary teacher training.

Three new institutions are expected to be scrutinized by the CATE next week. They are Birmingham Polytechnic, which was originally expected to be in the first batch of institutions examined; Bangor Normal College, Wales; and Christchurch College, Dorset, which was originally excluded under the "second priority" list.

Abolition hits adults

Adult education is likely to lose millions of pounds in grant aid as the abolition of the metropolitan authorities.

Many adult courses in pre-retirement, youth and community, childcare, art and cultural heritage are likely to suffer particularly within the six metropolitan county councils where there are no safeguards.

The areas covered by the metropolitan county councils will not get the £10 million community trust fund which London won in the House of Lords committee stage of the Local Government Bill.

Mr Harry West, general secretary of Greater Manchester Council for Voluntary Service, fears adult education services will suffer by default, "since courses have been forced to close down already across the range of voluntary involvement in education and this will get much worse."

The cash to set voluntary bodies through the handover stage has been increased from £3.75m to £15m in the first year but Greater London Council alone spends £50m.

After abolition it will be up to the metropolitan district councils to make grants to cross-district activities within the big cities, but the rate-capping penalties will make it difficult.

The Bill says that half of the district authorities will have to agree to set up a scheme to fund voluntary organizations and a two-thirds majority will be needed to spend the money.

Manchester Council provides rent free accommodation and secretarial support for pre-retirement activities which may just survive through independent funding, but its future will hang in the balance along with others.

A pack of training materials aimed at helping further and higher education institutions launch and promote updating courses will be published next month.

Two editions of the pack - one aimed at universities, the other at public sector institutions - will be available from mid-June.

Both are being produced as part of PICKUP, the professional, commercial and industrial updating programme promoted by the Department



Clive Wragg (left) and Bob Kelly, final-year students at Ruskin College, Oxford, have been given permission to climb Everest from the Chinese side in 1986. The only obstacle now (apart from the mountain itself) is raising the money to fund the expedition.

Students face grant delays

Thousands of students may face delays in receiving their grant cheques at the beginning of the new academic year. Although the Department of Education and Science has assured the National Union of Students that announcement of the details of the 1985/86 grant is imminent, local education authorities still face administrative problems in processing applications in time for the new year.

Sir Keith Joseph, Secretary of State for Education and Science, told the Commons that the announcement had been delayed by "the need to consult other government departments".

The awards division of the DES has been heavily involved in the review of students' financial support which is expected before the end of June, and a senior official has recently moved posts.

Last year the details were announced in April following serious complaints by the local authority associations after delays in 1983.

Sir Keith told MPs he was aware of the difficulties for education authorities and students and paid tribute to the authorities' efforts to ensure that grants arrived on time.

The aim, according to Dr Will Bridges, PICKUP programme manager at the DES, is to help institutions establish updating courses; market their skills most effectively to local business and industry; and to cope with the staffing and financial aspects of the scheme.

The pack has been compiled by a team drawn together from various higher education institutions in conjunction with a Manchester-based marketing agency. It is designed to build on the success of a series of PICKUP seminars held throughout the country last year.

The intention now is to broaden the awareness of the scheme within institutions through a marketing campaign which will use the pack to train a small group of academic and administrative staff in updating techniques.

New tech response lukewarm



Lord Gregson: best way

by Jon Turney
Science Correspondent

Industrialists and academics have responded with little enthusiasm to a proposal for a national education and training board to respond to the needs of new technology.

It is also thought that the Government, which has not yet commented on the proposal, will reject the idea, according to sources close to the House of Lords Select Committee on Science and Technology.

The Select Committee's report, *Education and Training for New Technologies*, published just before Christmas, argued that only a new national body would be up to the job of forecasting the needs of the labour market and mobilizing resources to meet them. It recommended a new board, working as part of the Science and Engineering Research Council, but reporting independently to Parliament.

At the meeting, organized by the British Association for the Advancement of Science, Sir Austin Bide of Orica said the Confederation of British Industry questioned the necessity for a new training board so long as the interaction between education and industry continued to improve, and was doubtful whether the SERC was the best place for it.

Professor Geoffrey Haselden, of Leeds University, also disagreed with the idea of inviting the SERC to host the board, pointing out that the council's responsibilities centre on research and development.

However, the chairman of the sub-committee, which wrote the report, Lord Gregson, said he was still convinced the gravity of Britain's economic problems called for a new national training initiative.

He felt the original proposal still offered the best way forward, in spite of alternative suggestions ranging across four government departments to an independent quango to a cabinet committee. "I have not yet heard of any suggestions that stand up to the logic of locating it within the SERC," he said.

The council itself has so far said little about the idea, but SERC officials indicate the council will not display any enthusiasm for the scheme unless there are clear guarantees of funding.

However, there is hope that some of the committee's other recommendations, such as tax credits for firms donating equipment to education institutions, will find a more favourable response in Whitehall.

The survey shows that only 1 per cent went back to school, 5 to 6 per cent went on to another YTS scheme and 2 per cent did something else.

London senate pay warning

London University's senate has added weight to the lecturers' pay campaign with an expression of concern at the effects of continued salary erosion.

And it has called on vice-chancellor Professor Sir Randolph Quirk to bring its views to the attention of all MPs associated with the university.

From all parties, these include about 50 who have attended the university at some point, in addition to others with London colleges in their constituency.

The resolution warned of "the deleterious effects of the continued erosion of university salaries both on the morale of teachers and on the quality of higher education and on the quality of recruitment of teachers to the university."

Welcoming the senate's stand, the vice-chancellor said the university was a "privileged institution" and that the senate's action was "a very important step".

Science students create poly record

by Karen Gold

Polytechnic first degree enrolments reached a record level of 113,500 this year, although the increase was smaller than the previous years and entirely due to more science, technology and maths students.

Enrolments to all full-time and sandwich courses in 1984/85 rose by 3.3 per cent to 153,000. More than 60,000 (a rise of 5.5 per cent) were on science, engineering, technology and maths courses.

Overall, 306,000 students are studying at polytechnics this year, 62,800 of them on part-time courses and 90,000 on short courses, according to the figures produced by the Committee of Directors of Polytechnics.

The change is emphasized by comparison with the numbers for 1981/82; all full-time and sandwich course enrolments are up 17 per cent since then; with those in science, maths and engineering up 23.2 per cent and administration, business and social studies up 14.2 per cent.

The figures show that 70 per cent of polytechnic full-time and sandwich students this year are on first degree courses and another 14.3 per cent on higher national awards, leaving little else to mop up. The largest group of students (31.5 per cent) are on administrative, business and social studies courses, the next are engineering and technology, 18.5 per cent, and science and maths, 17.9 per cent. The smallest groups are language, literature and area studies, 3.6 per cent, and ancillary health studies, 2.9 per cent.

Among part-time students 41.9 per cent are doing professional qualifications; 21.2 per cent higher national awards, and 19.3 per cent first degrees. By far the largest group of part-time students study administrative, business and social studies - 45.6 per cent - compared with 19.1 per cent in engineering and technology, and 11.3 per cent in science and maths.

City of London Polytechnic has the largest number of part-time students, at 4,340 heavily outnumbering the full-time and sandwich ones. The next largest are Manchester, 4,195, and Birmingham, 4,140. Only the latter, City and Central London have more than 1,000 evening students.

The large city polytechnics dominate in part-time students - Bristol, Leeds, Liverpool, Newcastle, Sheffield all have well over 2,000 - while the two with the fewest are Portsmouth, 506 and just three evening-only students, and Plymouth, 363 and no evening students at all.

The situation at Hull, he says, is a classic case study. "We were expanding rapidly from 1975 onwards, when electronic engineering became very popular, until we were admitting more than 60 students a year in 1981."

Then came the cuts, which took a base line from a couple of years earlier, even though numbers were going up at the time. It meant that we had to reduce them dramatically to meet the University Grants Committee's economies."

Mr Nicholson was anxious to allay any fears that a two year YTS, which is now under preparation, would not be supported by a majority of the interested parties, let alone young people themselves, especially if they should be forced to join the scheme at any stage through the removal of benefits.

"With the goodwill from employers, trade unions, local authorities and the education service, and the many others who have made YTS the success that it is, the new scheme could be an even better foundation on which young people could build their careers," Mr Nicholson said.

The survey shows that only 1 per cent went back to school, 5 to 6 per cent went on to another YTS scheme and 2 per cent did something else.

London University's senate has added weight to the lecturers' pay campaign with an expression of concern at the effects of continued salary erosion. And it has called on vice-chancellor Professor Sir Randolph Quirk to bring its views to the attention of all MPs associated with the university.

From all parties, these include about 50 who have attended the university at some point, in addition to others with London colleges in their constituency.

The resolution warned of "the deleterious effects of the continued erosion of university salaries both on the morale of teachers and on the quality of higher education and on the quality of recruitment of teachers to the university."

Welcoming the senate's stand, the vice-chancellor said the university was a "privileged institution" and that the senate's action was "a very important step".

Switch places restore Hull to 1981 levels

by Peter Aspdren

Hull University's electronic engineering department has been awarded 24 extra student places as part of the Government's "switch" to science and technology, which will bring the department back to its pre-1981 cuts level.

Although the department head, Professor Alan Pugh, is delighted with the extra students, he bitterly con-

demns the Government's "panic-ridden" policies of the last five years which has produced such sudden fluctuations in his department numbers.

His reaction, he says, is shared by many academics involved in science and technology, who feel the Government has yet to understand their subject.

The situation at Hull, he says, is a classic case study. "We were expand-

ing rapidly from 1975 onwards, when electronic engineering became very popular, until we were admitting more than 60 students a year in 1981."

Then came the cuts, which took a base line from a couple of years earlier, even though numbers were going up at the time. It meant that we had to reduce them dramatically to meet the University Grants Committee's economies."

Mr Nicholson was anxious to allay any fears that a two year YTS, which is now under preparation, would not be supported by a majority of the interested parties, let alone young people themselves, especially if they should be forced to join the scheme at any stage through the removal of benefits.

"With the goodwill from employers, trade unions, local authorities and the education service, and the many others who have made YTS the success that it is, the new scheme could be an even better foundation on which young people could build their careers," Mr Nicholson said.

The survey shows that only 1 per cent went back to school, 5 to 6 per cent went on to another YTS scheme and 2 per cent did something else.

London University's senate has added weight to the lecturers' pay campaign with an expression of concern at the effects of continued salary erosion. And it has called on vice-chancellor Professor Sir Randolph Quirk to bring its views to the attention of all MPs associated with the university.

From all parties, these include about 50 who have attended the university at some point, in addition to others with London colleges in their constituency.

The resolution warned of "the deleterious effects of the continued erosion of university salaries both on the morale of teachers and on the quality of higher education and on the quality of recruitment of teachers to the university."

Welcoming the senate's stand, the vice-chancellor said the university was a "privileged institution" and that the senate's action was "a very important step".

Mr Nicholson was anxious to allay any fears that a two year YTS, which is now under preparation, would not be supported by a majority of the interested parties, let alone young people themselves, especially if they should be forced to join the scheme at any stage through the removal of benefits.

"With the goodwill from employers, trade unions, local authorities and the education service, and the many others who have made YTS the success that it is, the new scheme could be an even better foundation on which young people could build their careers," Mr Nicholson said.

The survey shows that only 1 per cent went back to school, 5 to 6 per cent went on to another YTS scheme and 2 per cent did something else.

London University's senate has added weight to the lecturers' pay campaign with an expression of concern at the effects of continued salary erosion. And it has called on vice-chancellor Professor Sir Randolph Quirk to bring its views to the attention of all MPs associated with the university.

From all parties, these include about 50 who have attended the university at some point, in addition to others with London colleges in their constituency.

The resolution warned of "the deleterious effects of the continued erosion of university salaries both on the morale of teachers and on the quality of higher education and on the quality of recruitment of teachers to the university."

Welcoming the senate's stand, the vice-chancellor said the university was a "privileged institution" and that the senate's action was "a very important step".

Mr Nicholson was anxious to allay any fears that a two year YTS, which is now under preparation, would not be supported by a majority of the interested parties, let alone young people themselves, especially if they should be forced to join the scheme at any stage through the removal of benefits.

"With the goodwill from employers, trade unions, local authorities and the education service, and the many others who have made YTS the success that it is, the new scheme could be an even better foundation on which young people could build their careers," Mr Nicholson said.

The survey shows that only 1 per cent went back to school, 5 to 6 per cent went on to another YTS scheme and 2 per cent did something else.

London University's senate has added weight to the lecturers' pay campaign with an expression of concern at the effects of continued salary erosion. And it has called on vice-chancellor Professor Sir Randolph Quirk to bring its views to the attention of all MPs associated with the university.

From all parties, these include about 50 who have attended the university at some point, in addition to others with London colleges in their constituency.

The resolution warned of "the deleterious effects of the continued erosion of university salaries both on the morale of teachers and on the quality of higher education and on the quality of recruitment of teachers to the university."

Welcoming the senate's stand, the vice-chancellor said the university was a "privileged institution" and that the senate's action was "a very important step".

NEW PAPERBACK SERIES

Whatever the subject... refer to MACMILLAN DICTIONARIES

DESIGNED FOR STUDENTS

The new paperback Macmillan Dictionary Series combines excellent and established works of teaching and reference with an attractive series format.

- * authoritative definitions and explanations of all current terminology written by experts
- * lucidly written entries with thorough cross referencing
- * regular new editions keep the student up to date with the latest research, practice and technology
- * a clear layout for easy reference
- * prices range from just £6.95 to £9.95
- * inspection copies are available for a full examination - please use the coupon provided

The first 8 titles in the series (Publication Date: May 1985)

DICTIONARY OF INFORMATION TECHNOLOGY 2nd edition
Dennis Longley and Michael Shaib
The first edition was nominated as an outstanding reference work of 1983 by the American Library Association. The second edition includes a 30% revision on the 4000 entries.
0 333 37261 1 392pp £8.95

DICTIONARY OF MODERN ECONOMICS 2nd edition
Edited by David W. Pearce
It is the only heavyweight in its field! YES
0 333 35173 8 488pp £6.95

DICTIONARY OF ENERGY
Edited by Malcolm Alexander
"Excellent book... a valuable interdisciplinary dictionary of energy" Nature
0 333 36867 3 314pp £7.95

DICTIONARY OF DATA COMMUNICATIONS 2nd edition
Charles Bipli
"State of the art" explanations for this fast developing field.
0 333 37083 4 544pp £8.95

DICTIONARY OF MICROCOMPUTING 3rd edition
Charles Bipli
Full explanations for terms and jargon used in microcomputing.
0 333 37082 1 544pp £9.95

STUDENT ENCYCLOPEDIA OF SOCIOLOGY
Edited by Michael Mann
Contains over 7000 entries - a comprehensive and well informed book
New Society
0 333 28194 2 450pp £7.95

DICTIONARY OF LIFE SCIENCES 2nd edition
R. A. Marshall
"In breadth of coverage is excellent including terms often found in current journal articles that have not yet reached the newest text books"
Science Books and Films
0 333 38447 7 400pp £9.95

DICTIONARY OF THE ENVIRONMENT 2nd edition
Michael Albury
"Undoubtedly a most useful and up-to-date reference book which fulfils an obvious need" Biologist
0 333 37051 0 534pp £8.95

INSPECTION COPY REQUEST FORM

Teachers and lecturers in the UK are invited to send for inspection copies with a view to course adoption or recommendation. Please tick the titles required and return (no stamp required) to: Alison Baverstock, Macmillan Press, TREFORT, Basingstoke, Hants RG21 2BR.

Adding fuel to the name game

The Association of Teachers has suggested new names and criteria for classifying polytechnics and colleges to the National Advisory Body.

Where institutions are recommended to become degree awarding bodies they should be called either "polytechnic university" for those who were formerly polytechnics, or "teacher training university" for "monotechnic institutions of the appropriate standing", the letter says.

Factory wired up

South Glamorgan Institute of Higher Education has set up its own electronic factory to enhance students' job opportunities on one of its new high technology courses developed in response to industrialists' demands.

The course is a two-year full-time Higher National Diploma in electronic production.

Poor copy

The Government's consultative document on copyright has been attacked as a failure by the Council for Educational Technology. It says the proposals fail to deal with all the audio-visual copying now taking place which will continue under any new legislation. The document does not provide for education to make direct copies and excludes computer programs.

Silver study

Dr Harold Silver, principal of Bulmershe College of Higher Education, is to lead a study of research in teacher education, teaching and learning for the Council for National Academic Awards.

Poly posts

Birmingham Polytechnic has two new assistant directors: Mr David Warner, 37, former coordinator of the Coventry consortium (the link between Coventry (Lanchester) Polytechnic and Warwick University) is to be head of Birmingham's publicity and marketing unit, and Mr Derek Winslow, 46, head of language studies at Ealing College of Higher Education, is to be responsible for staffing.

OU 'should help plug skills gap'

by Maggie Richards and Olga Wojtas

A call for new links to be established between the Government and the Open University to help fill the skills gap in Britain's newer industries has come from Sir Kenneth Corfield, chairman and chief executive of Standard Telephones and Cables.

Addressing an OU degree ceremony in Birmingham on Saturday, Sir Kenneth said Britain's universities produced intellectuals which ranked with any in the world.

The OU was uniquely placed to make a significant contribution towards matching knowledge to industrial needs through training and retraining on an individual basis.

There are many thousands of graduates and others with trained minds, but whose cognitive learning is

in unsuitable subjects," Sir Kenneth said. "Conversion courses for these people would be low in unit cost and extremely effective provided that they were available on a large enough scale. Tinkering at the edges is not enough."

Sir Kenneth, who received an OU honorary doctorate at the ceremony, referred to current employment levels in the western world, and declared: "The problem of today is not the unemployment per se. It is the total mismatch of people's skills and those required in the resurgence of our economy."

The Open University's principle of open access is in jeopardy, with Scotland suffering disproportionately, a Liberal MP has warned.

Mr Archy Kirkwood, MP for Roxburgh and Berwickshire, has learned in a Parliamentary answer that two thirds of next session's new Open

University undergraduate places in Scotland are already filled by the overflow from previous years' applications.

Sir Keith Joseph, Secretary of State for Education, said that although 1986 admissions had not yet been completed, estimates showed that nationally around 42 per cent of new places would be filled by previous applicants, rising to 67 per cent in Scotland.

Sir Keith had said there was no information available for each Scottish region, but Mr Kirkwood is pressing for a breakdown of the figures, and hopes to have an adjournment debate on the issue before the end of the summer term.

An Open University spokeswoman said: "Obviously the cuts have affected us increasingly and anything that strikes at open access is very much to

be regretted." The university had been able to accept only around 20 per cent of students annually for the last two years, compared to a previous intake of some 25,000.

"We've set up a working group to look at the whole admissions system, which will report to our senate in the autumn," she added. "One thing which has emerged is that demand for the Open University in Scotland is very buoyant."

Inability to pay for OU study has been mentioned by almost half the people questioned this year on why they turned down a place with the university.

A survey of 1,500 applicants found 42 per cent of prospective undergraduates and 47 per cent who wanted to follow the OU's associate studies programme mentioned cash as a major reason for declining places.

Attenborough draws up arts charter for disabled

by Patricia Santinelli

Institutions of higher education should admit disabled students on the basis of their abilities and not their likely employment prospects, a report on the arts and the disabled published this week recommends.

The report, the outcome of work by the Committee of Inquiry into the Arts and the Disabled chaired by Sir Richard Attenborough outlines a four-point strategy for higher education covering changing attitudes, policy making, better access and contacts.

Employment prospects should neither be assumed nor taken into account by colleges when considering the admission of disabled students, says the report. The only criterion should be their ability, with appropriate support, to complete the course to the necessary standards.

Information on careers in the arts and the possible irrelevance of disabilities to the prospects of success should be more widely publicized and discussed within the careers service, it adds.

The committee was disturbed to find from a survey of seven Scottish colleges that disabled students were often discouraged from applying for arts subjects in colleges and universities by

careers officers and relatives because of precarious career opportunities.

"The tendency is to encourage would-be students towards computer and other technical studies. Even strongly motivated students can be deterred from applying by the expectation that the college will not welcome an application nor be able to respond to a special need", the report says.

Only one of the Scottish colleges had a written policy. The report recommends that all institutions of higher education in the arts should have a published policy on the admission and support of disabled students.

It also recommends that a special fund be set up by the Secretary of State for Education to provide disabled students with suitably adapted facilities.

Agencies involved with disability should also seek ways of collaborating on a regional basis with the provision of adult education and with arts funding bodies.

Arts and Disabled People. Report of the Committee of Inquiry under Sir Richard Attenborough, published by Carnegie UK Trust by Bedford Square Press, £4.95.



Fighting poverty: Phil Wooler, president of the National Union of Students, collects from tourists in Trafalgar Square after launching this joint NUS and War on Want "Challenging third world poverty appeal".

Jewish court to settle row

A special ecclesiastical court is to settle the row over Rabbi Simche Lieberman, one of Europe's leading rabbinic authorities who has been dismissed from his post as a lecturer at the Jews' College in London.

The court was set up after Rabbi Lieberman registered a claim with an industrial tribunal, protesting that he has been unfairly dismissed. The court will hear evidence from the college principal, Dr Jonathan Sacks, the chairman of the college council, Mr Stanley Kalms, and the Chief Rabbi, Sir Immanuel Jakobovits.

The highly unusual move has been taken to try to contain the acrimony which has surrounded Rabbi Lieberman's dismissal.

Rabbi Lieberman, 57, was officially made redundant from the college several months ago, because of falling student numbers. He has taught at the college for 14 years.

He is alleging, however, that the college's grounds for redundancy were spurious, and that the reasons for his departure were more connected with a theological disagreement he had with the college's principal, Rabbi Sacks.

Two rabbis from Antwerp and one from London will preside over the special court, which must meet by mid-June. If it cannot reach a verdict within three months, Rabbi Lieberman has reserved the right to continue proceedings at the industrial tribunal.

£7.8m speech

The final segment of the Alvey programme for advanced computer research got off the ground last week with the announcement of 10 projects worth £7.8 million for work on computers which understand human speech.

It has taken nearly two years since the launch of the £350 million, five-year programme to set up these projects which fall under the "Man Machine Interface" heading of the overall Alvey scheme. This reflects the difficulty of defining the key problems in this field, which is one of the main areas where advances are needed to make the leap to the so-called fifth-generation computer first conceived by the Japanese.

The ten projects, announced by Mr

computers project launched

Geoffrey Pattie, minister for industry and information technology, are all aimed at helping develop computers which can listen and talk, bypassing the keyboard instructions now needed to make machines do our bidding. They involve nine universities and six companies, and the Government will pay £5.8 million of the £7.8 million total cost.

This reflects the heavy academic involvement, and the speculative state of the field is shown by the high proportion - five out of ten - of the projects which are university based, with the industrial "uncle" required under Alvey rules.

The six projects include acoustic

analysis of speech at Sussex University, and work at Leeds and Sheffield Universities and Queen Mary College, London. The five full-scale collaborations with industry include teams from British Telecom, Logica and Cambridge University looking at a voice operated database inquiry system and a project to develop Chinese speech recognition involving the School of Oriental and African Studies and University College, London.

It is generally regarded as unrealistic to expect startling progress in speech understanding in the remaining span of Alvey, and companies and universities in the programme are already sounding out the prospects for a Government-backed Alvey phase two in 1986.

The six projects include acoustic

Polyocracy begins to feel its age

The National Association of Teachers in Further and Higher Education celebrated its tenth anniversary at its annual conference in Plymouth over a dull and torpid Bank Holiday weekend.

Maybe the sleepiness of the south-west invaded the atmosphere of the conference in the city's Guildhall. Maybe there was no miners' strike or now over CND affiliation to stimulate the activist adrenalin. Maybe the tenth anniversary marked some *rite de passage* for the association.

The 450 delegates seemed to find it difficult to get excited at the embarrassing defeats of the executive, trying as they did to keep that peculiarly Natfhe balance between radicalism and caution, did not seem to provoke the usual indignation. Even the condemnation of the most recent teacher training cuts provided only a mild and civilized catharsis.

At Natfhe's very first conference, at Buxton in 1976, a Labour Secretary of State was fiercely heckled by demonstrators protesting about an earlier wave of college closures. Last weekend in Plymouth "Save Marjions" banners were unfurled and "Save North Riding" T-shirts were worn in solidarity by the secretary of the National Advisory Body walked the corridors unrebuked.

Somehow it did not feel like the annual convention of that menacing media phenomenon, the polyocracy. Maybe an older Natfhe, of civic receptions rather than the sectarian fringe, of Whitsun family breaks rather than fly-sheet propaganda, is reasserting itself. Or maybe Natfhe is getting older.

Another contrast with Natfhe's early years was that then higher education seemed to be the association's exposed flank. Most people expected polytechnic teachers to be seduced by the separatism of academic drift and the colleges of education were caught in a wasting crisis.

The Plymouth conference showed how this world has been turned upside down. With the erosion of local democracy and the imperialism of the MSC, further education is now the raw flank. Natfhe is torn in two, particularly on the Youth Training Scheme; should it oppose YTS root-and-branch, or work to ameliorate its harshest features and try to incorporate it back into further education?

The conference flexed its ideological (and elitist?) muscles and voted to oppose YTS, despite the pleading of its general secretary, Mr Peter Dawson. But this vote is unlikely to modify Natfhe's critically collaborative approach to the MSC. The final speech in a good debate, an emotional but

reluctant to engage in talks on any form of appraisal system which involve threats to promotion or job security. They may also resort to industrial action if their campaign against its introduction fails.

Delegates defended lecturers against what was described as Sir Keith Joseph's "ill-informed and ideological" inspired attacks on their competence.

However, they acknowledged that properly resourced staff development should be an integral part of the professional experience of all staff.

Mr Norman Jemison, from northern region, said: "Sir Keith should not urge the public into believing that a large number of lecturers are bad at their jobs."

Delegates rejected a proposal to set out the terms that the union would accept for an agreed appraisal system. Mr John Clark, from the north-west, put the blame firmly on the Government: "The real issue is not insufficient staffing but insufficient staffing."

Rule change

Delegates heavily defeated a call to defy the 1984 Trade Union Act and set a confrontation with the law. However, they unanimously supported a motion urging resistance to change other than through the union's own decision-making process, and in private session gave the necessary two thirds majority to enable a special rules conference to be called.

Equality claim

A campaign to end discrimination in the teachers' superannuation scheme should press the case for equality for teachers, gay men and common law partners after all, conference decided.

Cash for miners

Delegates condemned the alleged victimization of striking miners by the National Coal Board and collected £250 to help hardship among the families of men jailed during the dispute.

Adult classes 'should not be transferred'

The transfer of adult education into local government recreation services was roundly condemned by delegates. Mr S. Cohen, of the southern regional committee, said the examples of "multiplication" in Birmingham and Leeds showed the influence of the new local authority education which was "not the recovery of the nation was important."

Regions are to monitor their community-based adult education posts in view of the tendency to transfer them to the youth and community sector and to oppose attempts to reduce salaries and conditions of service of further education staff.

effective plea for Natfhe's continued involvement from a YTS trainer, secured a kind of moral majority for this position.

Higher education is less treacherous territory for Natfhe, despite three emergency resolutions, on Lindop, on the Green Paper and on college closures, all passed on the first day at Plymouth. As recently a two years ago the association's membership of the NAB was a bitterly contested knife-edge issue; now it is an uncontroversial fact of Natfhe life.

Some of course still believe that through the NAB the association has become a prisoner of policy apparatus. But far more recognize the strong identification between NAB and Natfhe's policies.

However much it offends activist sentiment, Natfhe swims in the higher education mainstream. Its resolution on Lindop was harsh - but milder by all accounts than the NAB officers' first draft comment. Its resolution on the Green Paper could have been written by the vice chancellors, except for the phrase about second-class funding of the public sector.

The greying of Natfhe is even apparent on the bottom-line issue of pay. The sound and fury of the pie-piece battles of structural symbolism, flat-rates, L1-L11 mergers and the rest, which dominated conferences at the

David Jobbins, Felicity Jones and Peter Scott report from Plymouth on the annual conference of the National Association of Teachers in Further and Higher Education.

Pay action to be stepped up

More selective strike action in the colleges is threatened for the new academic year unless there is a breakthrough in the salaries dispute.

And Natfhe is to intensify its current campaign of industrial action by taking steps to extend its ban on voluntary duties to all its 770 branches. In a ballot, 95 per cent of branches affecting 75 per cent of members have said they will ban overtime and refuse to cover for absent colleagues.

Mr Norman Jemison, from northern region, said: "Sir Keith should not urge the public into believing that a large number of lecturers are bad at their jobs."

Delegates rejected a proposal to set out the terms that the union would accept for an agreed appraisal system. Mr John Clark, from the north-west, put the blame firmly on the Government: "The real issue is not insufficient staffing but insufficient staffing."

Rule change

Delegates heavily defeated a call to defy the 1984 Trade Union Act and set a confrontation with the law. However, they unanimously supported a motion urging resistance to change other than through the union's own decision-making process, and in private session gave the necessary two thirds majority to enable a special rules conference to be called.

Equality claim

A campaign to end discrimination in the teachers' superannuation scheme should press the case for equality for teachers, gay men and common law partners after all, conference decided.

Cash for miners

Delegates condemned the alleged victimization of striking miners by the National Coal Board and collected £250 to help hardship among the families of men jailed during the dispute.

Adult classes 'should not be transferred'

The transfer of adult education into local government recreation services was roundly condemned by delegates. Mr S. Cohen, of the southern regional committee, said the examples of "multiplication" in Birmingham and Leeds showed the influence of the new local authority education which was "not the recovery of the nation was important."

Regions are to monitor their community-based adult education posts in view of the tendency to transfer them to the youth and community sector and to oppose attempts to reduce salaries and conditions of service of further education staff.

effective plea for Natfhe's continued involvement from a YTS trainer, secured a kind of moral majority for this position.

Higher education is less treacherous territory for Natfhe, despite three emergency resolutions, on Lindop, on the Green Paper and on college closures, all passed on the first day at Plymouth. As recently a two years ago the association's membership of the NAB was a bitterly contested knife-edge issue; now it is an uncontroversial fact of Natfhe life.

Some of course still believe that through the NAB the association has become a prisoner of policy apparatus. But far more recognize the strong identification between NAB and Natfhe's policies.

However much it offends activist sentiment, Natfhe swims in the higher education mainstream. Its resolution on Lindop was harsh - but milder by all accounts than the NAB officers' first draft comment. Its resolution on the Green Paper could have been written by the vice chancellors, except for the phrase about second-class funding of the public sector.

The greying of Natfhe is even apparent on the bottom-line issue of pay. The sound and fury of the pie-piece battles of structural symbolism, flat-rates, L1-L11 mergers and the rest, which dominated conferences at the

effective plea for Natfhe's continued involvement from a YTS trainer, secured a kind of moral majority for this position.

Higher education is less treacherous territory for Natfhe, despite three emergency resolutions, on Lindop, on the Green Paper and on college closures, all passed on the first day at Plymouth. As recently a two years ago the association's membership of the NAB was a bitterly contested knife-edge issue; now it is an uncontroversial fact of Natfhe life.

Some of course still believe that through the NAB the association has become a prisoner of policy apparatus. But far more recognize the strong identification between NAB and Natfhe's policies.

However much it offends activist sentiment, Natfhe swims in the higher education mainstream. Its resolution on Lindop was harsh - but milder by all accounts than the NAB officers' first draft comment. Its resolution on the Green Paper could have been written by the vice chancellors, except for the phrase about second-class funding of the public sector.

The greying of Natfhe is even apparent on the bottom-line issue of pay. The sound and fury of the pie-piece battles of structural symbolism, flat-rates, L1-L11 mergers and the rest, which dominated conferences at the

effective plea for Natfhe's continued involvement from a YTS trainer, secured a kind of moral majority for this position.

Higher education is less treacherous territory for Natfhe, despite three emergency resolutions, on Lindop, on the Green Paper and on college closures, all passed on the first day at Plymouth. As recently a two years ago the association's membership of the NAB was a bitterly contested knife-edge issue; now it is an uncontroversial fact of Natfhe life.

Some of course still believe that through the NAB the association has become a prisoner of policy apparatus. But far more recognize the strong identification between NAB and Natfhe's policies.

However much it offends activist sentiment, Natfhe swims in the higher education mainstream. Its resolution on Lindop was harsh - but milder by all accounts than the NAB officers' first draft comment. Its resolution on the Green Paper could have been written by the vice chancellors, except for the phrase about second-class funding of the public sector.

The greying of Natfhe is even apparent on the bottom-line issue of pay. The sound and fury of the pie-piece battles of structural symbolism, flat-rates, L1-L11 mergers and the rest, which dominated conferences at the

effective plea for Natfhe's continued involvement from a YTS trainer, secured a kind of moral majority for this position.

Higher education is less treacherous territory for Natfhe, despite three emergency resolutions, on Lindop, on the Green Paper and on college closures, all passed on the first day at Plymouth. As recently a two years ago the association's membership of the NAB was a bitterly contested knife-edge issue; now it is an uncontroversial fact of Natfhe life.

Some of course still believe that through the NAB the association has become a prisoner of policy apparatus. But far more recognize the strong identification between NAB and Natfhe's policies.

However much it offends activist sentiment, Natfhe swims in the higher education mainstream. Its resolution on Lindop was harsh - but milder by all accounts than the NAB officers' first draft comment. Its resolution on the Green Paper could have been written by the vice chancellors, except for the phrase about second-class funding of the public sector.

The greying of Natfhe is even apparent on the bottom-line issue of pay. The sound and fury of the pie-piece battles of structural symbolism, flat-rates, L1-L11 mergers and the rest, which dominated conferences at the

effective plea for Natfhe's continued involvement from a YTS trainer, secured a kind of moral majority for this position.



"YOU DARE ANYONE SAY NATFHE'S GONE SOFT - THOUGH OF COURSE, EVERYONE'S ENTITLED TO THEIR POINT OF VIEW..."

turn of the decade have died away. Instead a selfish sobriety has taken over.

The only spark of adventurism, the only whiff of the bad old militant days, were provoked by the Trades Union Act which requires unions to hold strike ballots and outlaws indirect elections. The platform wanted to bring Natfhe's rules into relation with the floor resisted. An irrelevant controversy, but one that jangles too many political nerves. Ironically that Mrs Thatcher should come to the rescue of leftist activism - but there again perhaps not.

There were a few moments of discord when president Mr Bill Hoard followed precedent and refused to take a speaker in opposition. Former president Mr Malcolm Lee said there were delegates with reservations and it should have been possible for someone to speak against it. But his challenge to the ruling was defeated.

Delegates instructed their negotiators not to engage in "trade offs" between salaries and conditions.

Delegates set Natfhe on a collision course with the National Advisory Body on key planks of its new planning exercise, as well as over its recommendations for teacher training places.

A motion passed unanimously declared the union's opposition to the concept of "critical mass", or minimum size, as a test of viability for departments and institutions. And it warned that the NAB policy of reaching an overall staffing ratio of 12:1 would damage standards and worsen the lot of Natfhe members.

The resolution criticized the NAB for adopting, in critical mass, a concept inappropriately borrowed from nuclear physics. The theme was taken up by Mr Mike Farmer, an executive member speaking for the union's art and design standing committee.

The accident at Three Mile Island was an example of the dangers of critical mass, he said, adding: "It is intellectually shoddy and would result in a whole series of departmental closures. There are not enough Jack Lemmons around to save them all. We can't allow small departments to become the fall-out from this missile."

There was indignation at the Government's decision to exclude the polytechnics from the first phase of its £43 million "switch" initiative. Mr Roger Jinkinson, another member of the executive, said the exclusion had not been a casual insult but a well-considered and malevolent one.

There was indignation at the Government's decision to exclude the polytechnics from the first phase of its £43 million "switch" initiative. Mr Roger Jinkinson, another member of the executive, said the exclusion had not been a casual insult but a well-considered and malevolent one.

There was indignation at the Government's decision to exclude the polytechnics from the first phase of its £43 million "switch" initiative. Mr Roger Jinkinson, another member of the executive, said the exclusion had not been a casual insult but a well-considered and malevolent one.

There was indignation at the Government's decision to exclude the polytechnics from the first phase of its £43 million "switch" initiative. Mr Roger Jinkinson, another member of the executive, said the exclusion had not been a casual insult but a well-considered and malevolent one.

There was indignation at the Government's decision to exclude the polytechnics from the first phase of its £43 million "switch" initiative. Mr Roger Jinkinson, another member of the executive, said the exclusion had not been a casual insult but a well-considered and malevolent one.

There was indignation at the Government's decision to exclude the polytechnics from the first phase of its £43 million "switch" initiative. Mr Roger Jinkinson, another member of the executive, said the exclusion had not been a casual insult but a well-considered and malevolent one.

There was indignation at the Government's decision to exclude the polytechnics from the first phase of its £43 million "switch" initiative. Mr Roger Jinkinson, another member of the executive, said the exclusion had not been a casual insult but a well-considered and malevolent one.

There was indignation at the Government's decision to exclude the polytechnics from the first phase of its £43 million "switch" initiative. Mr Roger Jinkinson, another member of the executive, said the exclusion had not been a casual insult but a well-considered and malevolent one.

There was indignation at the Government's decision to exclude the polytechnics from the first phase of its £43 million "switch" initiative. Mr Roger Jinkinson, another member of the executive, said the exclusion had not been a casual insult but a well-considered and malevolent one.

There was indignation at the Government's decision to exclude the polytechnics from the first phase of its £43 million "switch" initiative. Mr Roger Jinkinson, another member of the executive, said the exclusion had not been a casual insult but a well-considered and malevolent one.



Catching up with reality

Although in the education world we are supposed to be pushing forward the frontiers of knowledge we seem to be the last to catch up with political reality. Practically everyone else has recognized that this Government has failed in everything it has turned its hand to (even the rate of inflation) and should not be taken too seriously while they eke out the remains of their term of office. And yet such is the lack of self-confidence in higher education that we seem incapable of going on the attack.

Non-teaching unions may not like the present system which is elitist and anti-working class but even we are prepared to defend the corner of universities in the generalized attack because our future is also at stake. Where are our leaders? Bursting into tears is not regarded in his hard-earned world as being an effective form of political campaigning.

Perhaps the lack of confidence stems from uncertainties about what form of government we will have after the next general election.

There are doubts about the commitment by all parties to higher education and the current deep depression over universities may be due to a conviction that we have no friends in any of them. No party has pledged itself to reverse the cuts of education, and if we end up with a "hung" Parliament (or "balanced" depending on your point of view) then it is certain that the present downward trend will not be reversed.

What do we expect of our leaders? The following represent a selection of positive suggestions. Firstly there should be an approach to Government and other political parties by all interest groups in universities, on a joint basis, to outline the damaging effects of cuts.

Secondly, in our response to the UGC programme of development letter, universities should be positive and expansionist, not weak-kneed and terrified. Thirdly we should catalogue and publicize the effects of neglect on the maintenance of buildings and the virtual standstill on capital building in universities. We all live with these effects and know that in the near future the damage will be permanent. Why not say so in detail?

Fourthly we should be prepared to stand up for our overseas students and the scandalous treatment they receive. The Green Paper says the British taxpayer should not subsidize overseas students. But we know in practice it is now the other way round. They get a poor bargain from us educationally and from the point of view of responding to special needs of accommodation and diet. Consequently they are voting with their feet and other countries are benefitting.

Fifthly it is a fairly basic tenet of all personnel work that you do not get the best out of staff if you constantly clobber them on the head, undermine their conditions of service, keep their pay levels below the rate of inflation, and tell them that they should work harder or be closed down, merged, severed or have their research (taken away).

The Government is anxious to ensure freedom of speech on campus, so we should feel free to tell them that before "rolling the yicker for rationalization" it is not normal to run over the cricketers in the process.



Where dates mean hymns, not hers...

William Norris reports from Lynchburg, Virginia on the success of Liberty University

Imagine a university where students are forbidden to wear jeans, where drinking a pint of beer can lead to expulsion, and where members of the opposite sex may not be alone together "in any unlighted area after dusk".

Imagine a university where students' hair may not be over the ears or collar, where girls' skirts must not be shorter than two inches above the centre of the knee, and where dating is strictly prohibited.

Imagine a university where pop records are confiscated, where television movies are censored, demonstrations not allowed, and students' rooms subject to search.

Imagine no more. The place exists. And it is called, ironically, "Liberty University".

The Liberty campus, in Lynchburg, Virginia, is America's newest university. It was founded in 1971 by the Rev Jerry Falwell as the Liberty Baptist College, and has just achieved university status. And what is more, the place is booming. Under the aegis of rules and regulations more suitable to a monastery or penitentiary, 6,000 students are expected to have signed on by the autumn. Mr Falwell, whose evangelist empire now grosses about \$200 million a year, is hoping it will grow within 25 years to a population of 50,000 undergraduates.

Like Mr Falwell himself, Liberty University has grown from small beginnings. In Lynchburg, since 1977, when the college moved from the Thomas Road Baptist Church which provided the springboard for the preacher's "moral majority" crusade, it has put up 33 buildings at a cost of \$30 million on a 250-acre campus - part of 4,400 acres which the university owns on the edge of town. Another \$10 million worth of buildings are already under construction, and the future plans include a 10,000-seat basketball arena.

The money for all this has come from Mr Falwell's fund-raising appeals on his television programme, *The Old-Time Gospel Hour*, which is now shown on more than 500 stations covering all 50 states and several foreign countries. The programme has played a powerful role in attracting students to the university, and also provides the resources to give a \$2,000 subsidy towards their annual fees of \$6,000.

Applications from would-be undergraduates have doubled this year from the 1984 figure, and they cannot claim that they were not warned about the stringent regime. Each receives a booklet entitled *The Liberty Way* which promises a campus life devoid of single dating, smoking, drinking, rock music, and most movies and 40 television programmes banned.

"The student who is interested in doing his own thing will not be happy," the booklet warns with mischievous understatement. On the other hand, those who are happy to con-

form to Mr Falwell's standards will face few other barriers to entry. If they are high school graduates, they will be accepted. Provided, that is, that they are prepared to sign a pledge that they are "born again" Christians.

With double parturition as the prime qualification for entry, it is hardly surprising that the academic standard of Liberty freshmen is less than outstanding. Last year's crop of 1,600 scored an average of 415 in the mathematics section of the Scholastic Aptitude Test, and 389 in the verbal section. The national SAT average for these two examinations was 471 and 426. A quarter of these new students were required to enrol in one of five remedial courses.

The rules of Liberty University are as follows:

- Dress and appearance codes: Men - dress shirt and tie, neat slacks (no jeans) dress shoes (no tennis shoes) until 4.30pm. Socks at all times. Hair may not be over the ears or collar - no beards - moustaches neatly trimmed (no handlebars). Women - casual dresses (no skirts shorter than two inches from middle of knee), jumpers, skirts with sweater or blouse until 4.30pm. Nothing tight, scant, backless or low in the neckline. Shorts only at the tennis and basketball courts. Casual dress enroute to and from those areas. Men and women have separate areas for sunbathing. Female students must wear a modest one-piece bathing suit.

- Dating. Freshmen and sophomores may not single date. Identification is checked at the security gate. Occupants of any vehicle leaving campus shall be considered dating when both men and women are in the same vehicle. No personal display of affection. Students of both sexes may not be alone in academic buildings without staff supervision or in any unlighted area after dusk.

- TV/radio/television not allowed in dormitories. Students may watch approved TV shows in lounge. On-campus movies are censored.
- Music. No rock, disco, country and western or Christian rock. Tapes and records of such will be confiscated.

- Respect. Students must address faculty and staff by proper academic title, and will not use first names when speaking to or about faculty.
- Demonstrations. Not allowed unless approved by administration.
- Chapel attendance at Sunday and Wednesday services of Thomas Road Baptist Church is mandatory.

- Dormitories. Quiet hour for study and meditation school nights from 7pm to 10pm. Any student who visits the room of the opposite sex will be subject to dismissal. Rooms are inspected for neatness daily. Rooms may be searched with a warrant from the Dean. Students must be in their rooms by 10.30pm school nights and 11.30pm weekends. Lights out at 11.15pm school nights, midnight on weekends.

French boost research jobs

The French government is planning to create almost 4,500 new jobs for scientists and engineers over the next three years as part of a renewed effort to boost the nation's strength in scientific and technological research.

A special effort will be made to create new posts for young scientists - whether in universities, in government laboratories or in private companies - as well as encouraging research workers to adopt a more flexible attitude to their work by moving across both disciplinary and professional boundaries.

At the same time, the government is planning to introduce a new system of independent committees for judging the results of government-sponsored research projects, using the same approach as that which it has recently adopted for evaluating the performance of universities.

These steps are each part of a new bill covering research policy for the

three years 1986 to 1988 which the government is shortly to introduce into the French parliament. It will succeed an initial law passed by the socialist government soon after coming to power in 1981 and covering the years 1982/85.

Presenting an outline of some of the main provisions of the new bill in Paris last week, prime minister M Laurent Fabius said that one of its aims will be to provide a further boost in the amount of money spent by France on research and development. This has already risen from 1.8 per cent of the gross national product in 1980 to 2.25 per cent at present, and is planned to increase still further to 2.6 per cent by 1988.

This target may prove excessively optimistic, since it would require a real growth in the science budget of 4 per cent a year above inflation. Previously, the government had committed itself to reaching 2.5 per cent of GNP by this

year, in practice being forced by economic pressures to make considerable cuts in this figure.

However, whereas this previous goal was to have been achieved largely by increased government support of large-scale research programs, particularly in areas such as microelectronics and biotechnology, plans for reaching the new target depend heavily on increased research spending by the private sector.

In a relatively novel move designed to increase cooperation between government laboratories and private companies, the government is also intending to give all industrial employees the right to one year of leave to conduct a project at a recognized research institution. Comparable to the opportunities currently offered to those wishing to take a course on further education.

Faculty role 'is undermined'

If academic standards are slipping, blame the university administrators and not the faculty unions. That is the view of Benjamin Ernst, general secretary of the American Association of University Professors.

He told the annual conference of the National Centre for the Study of Collective Bargaining in Higher Education and the Professions in New York that administrators were undermining the tenure and seniority systems in the United States. They were hiring more part-time faculty and laying off junior faculty before they obtained tenure. "And that does nothing for university excellence."

Despite bargaining agreements, the administrators had retained enough flexibility to divert money from faculty salaries. As a result, faculty members had lost purchasing power over the past decade.

Mr Ernst also contended that by creating a two-tier salary system, paying science and engineering professors more than those in the humanities, administrators were causing radical divisions within colleges. They were also undermining faculty's role in collegial governance by consulting alumni, students and the public in making policy and curriculum decisions.

● Dress and appearance codes: Men - dress shirt and tie, neat slacks (no jeans) dress shoes (no tennis shoes) until 4.30pm. Socks at all times. Hair may not be over the ears or collar - no beards - moustaches neatly trimmed (no handlebars). Women - casual dresses (no skirts shorter than two inches from middle of knee), jumpers, skirts with sweater or blouse until 4.30pm. Nothing tight, scant, backless or low in the neckline. Shorts only at the tennis and basketball courts. Casual dress enroute to and from those areas. Men and women have separate areas for sunbathing. Female students must wear a modest one-piece bathing suit.

- Dating. Freshmen and sophomores may not single date. Identification is checked at the security gate. Occupants of any vehicle leaving campus shall be considered dating when both men and women are in the same vehicle. No personal display of affection. Students of both sexes may not be alone in academic buildings without staff supervision or in any unlighted area after dusk.
- TV/radio/television not allowed in dormitories. Students may watch approved TV shows in lounge. On-campus movies are censored.
- Music. No rock, disco, country and western or Christian rock. Tapes and records of such will be confiscated.

- Respect. Students must address faculty and staff by proper academic title, and will not use first names when speaking to or about faculty.
- Demonstrations. Not allowed unless approved by administration.
- Chapel attendance at Sunday and Wednesday services of Thomas Road Baptist Church is mandatory.

- Dormitories. Quiet hour for study and meditation school nights from 7pm to 10pm. Any student who visits the room of the opposite sex will be subject to dismissal. Rooms are inspected for neatness daily. Rooms may be searched with a warrant from the Dean. Students must be in their rooms by 10.30pm school nights and 11.30pm weekends. Lights out at 11.15pm school nights, midnight on weekends.

"The student who is interested in doing his own thing will not be happy," the booklet warns with mischievous understatement. On the other hand, those who are happy to con-

Protests fail to halt Polish clampdown

The Polish government's plans to revise the 1982 Higher Education Act will go ahead, in spite of massive opposition from the academic community. A 3,000-strong protest at Warsaw University last week launched a last-minute appeal to the Sejm (parliament). Nevertheless, its likelihood of success is remote.

The decision to go ahead with the changes, which will destroy the academic autonomy won in the Solidarity period, was made clear at the Central Committee Plenum of the Polish United Workers' Party in May, devoted to "the place and tasks of the intelligentsia in Poland's socialist development".

The key announcement came in the middle of a long report, delivered on behalf of the Politburo, by Central Committee Secretary Jozef Cyrtek. This document expressed the Party's concern over the presence of "anti-socialist groups" in some academic communities. Since Polish higher education establishments are state-owned and socialist, it said, essential changes must be introduced in the higher education law in order to eliminate these trends.

The issue was made even more clear by the government press spokesman, Mr Jerzy Urban, in his weekly press conference for the foreign media on May 21. Although he could give no firm date, Mr Urban made it clear that the amendments would be placed before the Sejm in the near future and that no further public discussion of the issue would be allowed.

The response of Warsaw University was rapid. The following day, over 3,000 students and staff attended a protest meeting addressed by, among others, Maciej Geller, a physicist who had been head of the university chapter of Solidarity during its legal existence.

The meeting had apparently been sanctioned by the rector, Dr Grzegorz Blakowski, whose election last November was itself the result of a previous confrontation between the university and the ministry of science and higher education, which had vetoed the university's first choice for rector, the "liberal" Dr Klemens Janowski.

Although regarded as a compromise candidate on taking office in February, Dr Blakowski, like many other university rectors in Poland, spoke out strongly against the proposed changes and in defence of the principles of academic freedom and the student self-government movement embodied in the present law. He was not apparently present at the protest meeting.

Research workers are seconded for the programme from the universities, and research operations are provided by McGill University in Montreal, the University of Toronto and the University of British Columbia in Vancouver.

Unlike most of its rivals, the institute is not tied to any government or university and is free to choose its policies and priorities.

In Montreal, researchers from the department of electrical engineering will work on computer vision and its application to robotics. In Toronto, research workers will study sensory perception of computers while their Vancouver-based colleagues will study facial recognition by machines. A computer network will link the researchers in the three cities.

hugo plants, ferns and trees. There were no flowers, no birds, no butterflies. And mammals would not be around for another 10 million years. All of which has been deduced from the fossilized leaves and pollen found mixed with the bones.

"The fossil finds, coupled with the well-known petrified plants of the region, provide by far the best picture anywhere in the world of the dawn of the dinosaur age", said Robert Long, leader of the USC team. The excellent condition of the bones is expected to provide strong new clues about the origins of the dinosaurs.

Arizona fossil find provides new clues

from William Norris

WASHINGTON

Any dinosaur remains discovered in North America.

At least one complete leg has been found, along with several thigh bones, ribs, vertebrae and other remains. It is enough for the scientists to be able to say that the creature weighed about 200 lbs, walked on four legs, and waded through swamps and lowlands in territory which is now arid desert.

The painted desert in Arizona's petrified forest national park was a very different place during the dinosaur's lifetime. For one thing it was 1,700 miles further south on the surface of the globe, and was a jungle of

hugo plants, ferns and trees. There were no flowers, no birds, no butterflies. And mammals would not be around for another 10 million years. All of which has been deduced from the fossilized leaves and pollen found mixed with the bones.

"The fossil finds, coupled with the well-known petrified plants of the region, provide by far the best picture anywhere in the world of the dawn of the dinosaur age", said Robert Long, leader of the USC team. The excellent condition of the bones is expected to provide strong new clues about the origins of the dinosaurs.

Labour Party retains student union control

from Benny Morris

JERUSALEM

The Labour Party and parties to the left of it this week retained control of Israel's university students' unions after winning handily in the union elections in Tel Aviv University and in the Hebrew University and in the Tel Aviv University of Education.

In Tel Aviv the Labour and left-wing lists won close to 100 per cent of the votes after the right-wing lists (aligned to the Likud bloc and the Tzohar Party) told their supporters to boycott the vote. The main right-wing list, Kasten, subsequently appealed to the TAL election committee to annul the election results on the grounds that no more than 15 per cent of the union membership had turned out to vote.

A spokesman for the Labour list responded that Kasten had only itself to blame if its members declined to vote, and pointed out that in past years

student turn out to the union elections is low.

In Jerusalem, where a two-tiered system involving both "constituent" (by faculty or department) and "proportional representation" (by list) is in operation, Labour's "Olek" list won 60 per cent of the seats, with aligned left-wing lists winning another 17 per cent. Kasten won 14 per cent and the turnout in Jerusalem out of a student body of about 15,000 was 3,200, or about 38 per cent of the eligible voters (not all the students are members of the union).

The Labour victories in Tel Aviv and Jerusalem, coupled with the continued Labour control of the student union in Ben-Gurion University in Beer Sheva and the deposition of the right in the Haifa University student union, were regarded by Labour figures as an encouraging sign of Labour's national standing and prospect.

Labour was about to fight the Likud trade union federation - on May 13, in general elections, while scheduled for 1988, are thought by many observers likely in 1986.

In Haifa University, meanwhile, the university authorities in an unprecedented move have issued orders banning entry into the campus to a number of Arab student union activists, including Amr Mahoul, (an ex-clerk of the National Union, (an ex-clerk of the Arab Students' Union, (an ex-clerk of the Arab Students' Union).

Low Mahoul's suspension from studies and a trial of Mahoul and several other Arab student union heads in the Haifa magistrates court on charges of breaking the peace and unlawful assembly. They were sentenced to three and suspended sentences.

New name in 'super' league

by Thomas Land

The University of Calgary is about to install a super-computer. It hopes to attract "world class" scientists to work on fifth generation computing applications.

Its \$25 million agreement for the Cyber 205 computer has been announced after the launching of the first important study programme of the recently established Canadian Institute for Advanced Research on the development of artificial intelligence. Canada is a relative newcomer to super-computer studies, and it is catching up fast. Super-computers are ideal for simulating complex conditions for aircraft, automobile and oil companies.

Of the 100 or so super-computers in the world, 60 are in the United States and eight in Britain. Canada's Atmospheric Environment Service already has a super-computer; and the machine to be acquired by Alberta University from Control Data will be the country's second.

The machine can perform 800 million instructions a second. It will be employed in reservoir simulation, seismic processing, medical applications and integrated research on a very large scale. In addition, it will be used with the Canadian long base array of radio telescopes, a project of the Canadian Astronomical Society.

Dr Norman Wagner, president of Calgary University, says the computer will be made available to faculty and students from other institutions. The province of Alberta will be purchasing \$10 million worth of time on the system over the next five years; and research and development contributions from Control Data total more than \$14 million. The machine will be thus virtually free to the university.

Like Calgary University, the young Canadian advanced research institute hopes to attract top scientists to its programme of studies which will attempt to develop machines that can make decisions and carry out actions based on their decisions. The programme will also integrate artificial intelligence with robotics and study their effects on society.

Research workers are seconded for the programme from the universities, and research operations are provided by McGill University in Montreal, the University of Toronto and the University of British Columbia in Vancouver.

Unlike most of its rivals, the institute is not tied to any government or university and is free to choose its policies and priorities.

In Montreal, researchers from the department of electrical engineering will work on computer vision and its application to robotics. In Toronto, research workers will study sensory perception of computers while their Vancouver-based colleagues will study facial recognition by machines. A computer network will link the researchers in the three cities.

Geoffrey Parkins on the second language which is now part and parcel of Chinese higher education

The demand for courses in English language in Chinese universities and colleges has risen rapidly and now almost all institutions of higher learning are offering English to their students across the disciplines.

With the sharp rise in the number of students studying overseas, the international exchange and cooperation of academics and the need for personnel in science and technology, business and industry to interact with their foreign counterparts, proficiency in written and spoken English is increasingly seen as an essential educational requirement.

Many universities and institutes of science and technology are finding it very difficult to meet the demand, however, as students, who are beginning to realize that proficiency in English will significantly improve their career prospects, have been applying for places on such courses in droves. While in theory all students are eligible for at least one year's instruction in English, many are being turned away simply because the institutions cannot

Postgraduate students in science and technology, for instance, are entitled to one year's English instruction for six hours each week, two

Chairman attacks his own commission

from Geoff Maslen

MELBOURNE

The head of Australia's top higher education body has strongly criticized the operations of his own organization and called for substantial legislative changes to make it more efficient.

In a report to the federal government, Mr Hugh Hudson, chairman of the Commonwealth Tertiary Education Commission - the body which each year dispenses Aus\$2.4 billion to the nation's universities and colleges - describes the administration of tertiary education as complex and cumbersome and "a quagmire of authorities and consultations".

He says the commission goes in for "over-kill" in reporting to the government, is too remote from institutions, duplicates effort and spends too much on its own administration.

He estimates that the combined cost to the Australian taxpayer for operating the commission and the various authorities set up by the various governments higher education exceeds Aus\$10 million a year. Millions of dollars more are consumed by an "excessive amount of consultation".



Senator Ryan: requested review

Mr Hudson says the commission's 1984 five-volume, 1,000-page report to the government on proposed spending took relatively short time and was therefore counter-productive.

A former Labour minister for education in South Australia, Mr Hudson was appointed commission chair-

man in March, last year. He was asked to review the operations of the commission by the commonwealth minister for education, Senator Susan Ryan.

The commission is advised by three statutory councils, representing universities, colleges of advanced education and technical and further education colleges. In his report Mr Hudson says the present structure leads to duplication of effort and also produces "ambitious claims" from each sector that are sometimes far in excess of what is realistic.

He quotes one institution that asked for Aus\$100 million in building works when the total amount of money available for the next three years was only Aus\$194 million.

"State authorities have no financial responsibility for higher education, so they find it relatively easy to support the sometimes unrealistic claims of institutions," Mr Hudson notes.

He calls for much greater cooperation between the three sectors and adds: "the concentration on sectoral boundaries saps energies, causes disputes and achieves very little of benefit to the community or to students."

In a series of recommendations, Mr Hudson calls for the abolition of the three statutory councils and their replacement by advisory groups.

The commission's charter should be broadened so that it can promote greater cooperation between the three sectors of tertiary education.

Membership of the commission should be increased and the states should be urged to provide a single statement of their priorities covering all three sectors and all tertiary education activities.

Mr Hudson says a national tertiary education statistics centre should be set up to help the commission with its work.

He says consideration should be given to incorporating the Australian research grants scheme within the commission to coordinate the allocation of money to research more effectively.

Groups representing higher education staff and postgraduate student have generally welcomed the Hudson report. Senator Ryan is expected to take it to the federal cabinet soon.

Star wars teams adjust their sights

The fate of President Reagan's "star wars" programme rests in the hands of scientists at universities in California, Massachusetts, Alabama, Georgia, Pennsylvania and Ohio. The crucial question: can they come up with a working optical computer?

"The space-based missile defence, if it is ever to get off the ground, will depend on major breakthroughs in optical processing, using photons rather than electrons to transmit information through a computer. It will require a revolution in computing. At the University of Dayton research institute they have been working on such a device for the past four years, so far without success.

Nine universities will be involved, and each is likely to sign a three-year \$9 million contract in the summer. At Stanford, California, where Professor Joseph Goodman is expected to head the project, there has been concern that security clearances might be needed, or that research results might be classified. Either condition would have fallen foul of established Stanford policy and barred the school from participating.

But the university has been assured by James Lonson, director of the Strategic Defence Initiative's office of innovative science and technology, that there will be no restrictions whatever. The computer research will be unclassified and subject to no controls.

Many universities have shied away from research projects tied directly to specific military goals, but the consular participants insist in this case that research in optical computing could have important non-military applications as well.

"cultural revolution" and the many years that the authorities have spent in downgrading intellectual pursuits and raising the status of practical skills, science and technology, the pre-revolutionary, relative status of practical and intellectual pursuits would appear to have changed little.

Earlier this month the first international symposium of English teaching was held in Xuzhou, Jiangsu Province, west China. The symposium was attended by over 50 scholars from Britain, Canada, Australia, New Zealand and the United States.

Meanwhile, many teachers of English in China's primary and middle schools and institutions of education are complaining that it is virtually impossible for them to get a post in the country's higher institutes of learning, no matter how well qualified or capable they are.

The teachers maintain that a rigid stratification of institutions, depending on whether they come under the Bureau of Education, or the Bureau of Higher Education exists; and that as a result the vast majority of English teachers, as well as teachers of many other subjects, are branded and treated as if they are "second class".

One of the interesting features of the extra-curricular English activities of science and technology students have been the level of surprise expressed over the high standards achieved and the depth and breadth of understanding displayed. Evidence that despite the

Essential English

English skills in their own time.

The Beijing Institute of Technology (BIT) has for example introduced intercollegiate English speech competitions for postgraduate students. Peng Jingli, a senior English teacher at BIT, said that the first such competition had been a great success, and had clearly captured students' interest and motivated them to learn their English.

Speech competitions are only one of many efforts rather than rewarded. Many university teachers are also unhappy, because as end-of-term examinations are further classes and their places will be taken by other students.

This has left many students disgruntled, feeling they have been penalized for their hard efforts rather than rewarded. Many university teachers are also unhappy, because as end-of-term examinations are further classes and their places will be taken by other students.

Some institutions have been devising their own solutions to the problem by introducing various extra-curricular activities which encourage students to practice and develop their

Some institutions have been devising their own solutions to the problem by introducing various extra-curricular activities which encourage students to practice and develop their

Some institutions have been devising their own solutions to the problem by introducing various extra-curricular activities which encourage students to practice and develop their

Did the Government listen?

Although it was the Government which initiated official debate on strategies for higher education into the 1990s, last week's Green Paper must be judged to some extent as a response to the advice received from the University Grants Committee and the National Advisory Body.

The two reports which they submitted to Sir Keith Joseph, Secretary of State for Education and Science, formed the most comprehensive and authoritative advice received by those drafting the paper. And the paper itself claims to address most of their principal recommendations. So how does the Green Paper, which has been heavily criticized for a negative approach, measure up to that advice?

As the only example hitherto of an agreed position from national planning bodies covering the whole of higher education, the joint chapter in both the UGC and NAB reports must carry most weight. It set the current debate in the context of the Robbins Report and sought to update the principle which has guided access to

higher education for two decades, guaranteeing a place for all those qualified and wishing to take up a place.

The two bodies agreed: "The Robbins axiom should be interpreted as broadly as possible, particularly in relation to the term 'qualified'... We believe that the Robbins axiom is more appropriately restated as: 'Courses of higher education should be available for all those who are able to benefit from them and wish to do so'."

The Green Paper points out that successive governments have neither imposed minimum formal entry requirements nor given a right of entry to all those achieving a minimum standard. And, while accepting the proposed reformulation of the principle, it stressed that while taxpayers substantially finance higher education, "the benefit must be sufficient to justify the cost", adding that course standards must be maintained and the new test applied equally to those with qualifications and those without.

Another major change was recommended in the objectives for higher education laid down by Robbins. This was to add: "The provision of continuing education in order to facilitate adjustment to technological, economic and social change and to meet individual needs for personal development."

The Green Paper does not go so far as to elevate continuing education into a new principle, but it does give it a chapter of its own and accepts the Government's responsibility for giving a lead in promoting it. The only caveat is that the Government does not believe that the arguments for taxpayer support are the same as for the rest of higher education. Employers and the students themselves are expected to bear the costs of most vocational courses.

In other respects, Sir Keith and his advisers are in agreement, supporting the objectives laid down by Robbins. They agree, too, about the desirability of maintaining diversity of provision and on the general roles of the two sectors. On other subjects, the NAB and the UGC

went their separate ways, while still reaching similar conclusions on a number of issues. The Government's reaction to their advice is set out below.

John O'Leary

The Development of Higher Education into the 1990s



	UGC	NAB	GREEN PAPER
FUNDING	Demanding truly level funding as a prerequisite to taking more students and warned that better funding would be needed to achieve the switch into science and technology. The closure of one or two universities would be necessary if the expected cuts continued, since a wider distribution of cuts would reduce quality. It called for a longer planning horizon, with provisional grant figures at least three years ahead, and immediate increase of 25 per cent in the equipment grant. The capital grant should stay at least at its current level for the next two years and universities should be allowed to keep up to £200,000 of the proceeds of property sales.	Set its first priority as the maintenance of 1984/85 funding levels and put the case for equal treatment with the universities. It could see no good reason for a discrepancy in the unit of resource for teaching. Extra resources were demanded to cope with anticipated additional student demand, to help with staff development and provide new posts, improve premises, provide a major new equipment initiative, stimulate continuing education and establish a £20 million research fund.	Gives no guarantee of level funding for either sector. On the contrary, it confirms the cuts implicit in published Government spending plans and warns that some institutions will have to merge or close over the next decade. The Government accepts the need to give the best possible indications of long-term funding, but cannot remove higher education from the public spending planning cycle. An equipment initiative, on a smaller scale than that demanded by the UGC, has already been announced for the universities, but the NAB's six bids for new money are all rejected or ignored.
STAFFING	Wanted at least 900 new appointments per year in universities to ensure intellectual vitality and good teaching and research. Otherwise, another "new blood" scheme would be needed.	Saw scope for tighter staffing, moving towards a staff/student ratio of 12:1 but wanted its own "new blood" scheme to insure against stagnation in departments.	Offers no hope of help to provide new blood.
COURSES	Found overwhelming consensus against changes in the structure of first degrees and recommended that the three-year degree course could not be shortened. Two-year courses were not ruled out but would require another two years to reach degree standard.	Did not recommend a general move towards two-year degrees but proposed experimental courses of this duration for high-fliers. It wanted an expansion of two-year diploma courses and a system of credit transfer, enabling students to go on to degrees.	The NAB experiment is approved for introduction in some polytechnics and universities. Two-year degrees are out, as in an expansion of the DfHE, and the UGC is urged to resist longer degree courses unless employers pay for the extension. Credit transfer does not feature, although hopes are expressed for easier transfer from BTEC courses to degrees.
STANDARDS	Expected the vice chancellors to satisfy criticisms it judged reasonable about inconsistencies in the external examiner system. It wanted universities to reexamine staff development and training.	Reaffirmed and principle of accountability but wanted institutions to have the maximum possible freedom to manage their own affairs. External validation was recommended to continue and to be adopted by the universities.	Is constrained by ministers' continuing discussions on the Lindop Report in the public sector and the absence of the Reynolds Report in the universities. But it expresses concern about the appeals system in universities. All institutions are urged to give academic staff opportunities for developing and updating knowledge and skills.
SUBJECT BALANCE	Supported the shift towards science and technology but only if the necessary resources were made available. It was neither desirable nor feasible to find the extra places at the expense of the arts. Put the onus on schools and industry to change the climate of opinion.	Had already carried out a partial shift of resources into science and technology but warned of too narrow a specialist focus. It did not want the public sector to become the more vocational, preferring to see its work as "work related rather than job specific".	Makes an improvement in higher education's contribution to the economy its top priority, while acknowledging the value of the humanities. It warns that the proportion of arts places will have to fall as the switch to science is followed through. Schools and industry are expected to encourage more students into the field. It draws attention to the £43 million given to engineering and technology but offers no more to fund the switch.
RESEARCH	Supported the continuation of the dual support system but warned of a more selective approach. Concern was expressed about research in the arts, although the Leverhulme Inquiry proposal of a humanities research council did not find favour. Funds were requested to reverse the decline in postgraduate research students.	Considered research in the public sector essential to maintain high-quality teaching and pointed to estimates that between 5 and 10 per cent of the advanced further education pool already went on research. It wanted £20 million to put this on a proper footing.	Applauds selectivity in both sectors and goes further than the UGC, foreseeing the total withdrawal of research funding from departments or even whole universities. No new money is offered for postgraduate studentships or research in the public sector, which rates only a brief paragraph. No necessary link is accepted between teaching and research, although all academics are expected to keep up with relevant scholarship. A humanities research council is out.
NATIONAL PLANNING	Recommended that its role should remain unchanged and opposed the idea of representative members. It saw no need for an overarching body to plan all higher education and supported the continuation of the binary policy, but promised more collaboration with the NAB and more involvement of universities in regional advisory councils.	Regarded more integrated planning of higher education as vital but was unsure about the best framework for this. It wanted more cooperation across the binary line and regretted university inactivity at regional level. A centre for higher education management and policy planning was recommended as a step towards effective planning.	Rules out an overarching body and does not even mention the NAB's proposal for a policy studies centre. A review of the UGC is signalled, in line with a recommendation in the Jarrett Report, and more transbinary collaboration is encouraged, at national, regional and local levels.
STUDENT NUMBERS	Expected full-time numbers to rise to about 600,000 (from the present 560,000) by the end of the decade. More distant projections were considered unsafe and estimates for the 1990s recommended to be left for three or four years. Demand would not diminish in line with the teenage population and DES forecasts were considered too pessimistic.	Also rejected the lower of the two DES projections and expected numbers to hold up throughout the rest of the century. Increases in demand from women, mature students and those with fewer than two A levels were expected to bring about higher recruitment over the rest of this decade.	Arguments for a more optimistic view of student numbers are not addressed. Revised projections published in January, which merely updated last year's estimates, are reproduced, with the Government still planning on the basis of the lower of the two possibilities. This shows demand static for the rest of the decade, with full-time numbers dipping below 500,000 in the middle 1990s.

David Jobbins reveals the Government's disappointment over its funding burden

A cardinal ministerial objective for the universities is that they should progressively become less dependent on the state and enter the marketplace to win income. This policy lay behind the abrupt cutback in funding through the University Grants Committee in 1981, has been endorsed within the last few weeks by ministers in the Commons and is enshrined in last week's Green Paper.

The Government's disappointment on the practical limitations is obvious from the key paragraph: "The constraints on public expenditure emphasize the importance to higher education of seeking to derive more of its total income from sources other than the taxpayer and ratepayer."

"In this connection various schemes intended to transform the relationship between public expenditure and higher education have been put forward. None of these has been without serious difficulty and the Government concludes, with regret, that no substantial part of established public funding responsibilities can be shed."

Echoing the comments of Mr Peter Brooke, under secretary for higher education, in the Commons last month, the Green Paper continues: "At the same time the Government believes that, with the right approach and input of effort, more income for higher education can be obtained from business and private sources. The scope will naturally vary but the Government wishes to encourage and support the necessary effort."

Ministers have accepted that the heavy cost of "big science" makes a return to 1945 - when only half of total income came from the State - impossible.

But they are reticent about placing anything more than the vaguest of targets for the proportion from private funds. More than two years ago, the then under secretary, Mr William Waldegrave, said the Government's share of total income had fallen from 90 to 85 per cent in just three years. And he indicated that a further 5 per cent reduction over the next 10 years

Loosening the purse strings

was feasible. A fall in central Government funding is not necessarily met by an increase in income from other sources. Universities were pitched abruptly into the world of the market place, unprepared psychologically for the task of selling their wares.

However, Mr Brooke was able to tell the Commons last month that "contributions" from private sources had risen by 18 per cent in real terms. Between 1981/82 and 1983/84 alone income from endowments, donations, subscriptions, non-public grants and contracts increased by 33 per cent in real terms, from £91 million to £134 million.

The University Grants Committee puts the figures slightly higher - a 35.5 per cent increase in the proportion from non-Government funds over the same period.

In calculating the totals - and therefore the share from outside sources - the determining factor is what should be included as "private" income.

UGC grants naturally form the basis of Government funding. To this it is customary to add home student fee income, which is determined by the level of fees established essentially by Government and the number of home students.

To this, research council grants and contracts, and grants from the computer board, can be added, producing a total which is undeniably the responsibility of the Department of Education and Science.

On that basis, figures from the University Statistical Record show that the percentage of Government income from the DES and related sources has fallen from 80.6 per cent in 1981/82 to 77 per cent in 1983/84 according to provisional figures due for publication later this year. Beyond this point, assessing state

spending in the university system becomes difficult. Government departments, principally the Department of Health and Social Security and the Home Office, are longstanding and considerable "customers" of the universities - partly through their own units and partly directly.

Whatever the doubts over calculating the proportions there is no doubt that the trend towards alternative sources is continuing upwards.

In the regularly quoted example of Salford, which suffered severely in 1981, concerted efforts were made to turn the university into a powerhouse for the regeneration of the economy in the region. Those efforts proved spectacularly successful, although its vice chancellor, Professor John Ashworth, believes that the optimal point has probably been reached.

Areas for endeavour are relatively limited - and can be broken down into three main areas. Principally there is the one for which the technological universities and departments are best suited. This is the injection into the market place of universities' body of practically applicable knowledge and research facilities in return for real returns.

There is obviously a limit to the extent to which universities can compete against each other to provide

these services to the private sector before the total costs exceed the total benefits received into the system.

The vice chancellors have put on record their view that universities should not be diverted from their mainstream activity as teaching and "pure" research institutions by the scramble for alternative funding which is tied to specific projects.

Their main concern has been to impress on ministers that universities should not be penalized by losing Government grant as a result of their external funding initiatives.

The Green Paper offered them satisfaction at least on that score. Bracketing sale of services and knowledge with the second area where money can be raised - endowments and donations - it said: "Donors can be assured that their gifts will result in a genuine increase in the university's resources."

The amounts remain tiny - there can be little hope of large sums by this route even with a substantial investment in pump priming. In 1982/83, the latest year for which firm figures are available the universities for the first time found 1 per cent of their total recurrent income from this source, compared with 0.9 per cent the previous year.

In 1982/83 only the ancient English universities broke through the 2 per

University Income, Great Britain
1983/84 figures provisional (Source: Universities Statistical Record)

	1980/81	1981/82	1982-83	1983-84
Exchequer (UGC) Grant	978.5	1016.2	1205.4	1225.2
Home Fees	206.1	253.2	151.3	151.7
UGC grant plus home fees	1,184.6	1,269.4	1,356.7	1,376.9
% of total recurrent income	75.8	73.8	72.2	69.4
add: Computer Board Grants	11.9	14.0	18.0	18.1
Research Council Grants and Contracts	N/A	103.1	117.8	133.7
Total "DES" responsible	1,196.5	1,386.5	1,490.5	1,528.7
% Total Recurrent Income	80.6	79.3	77.0	77.0
Other Sources	933.2	938.7	858.7	458.1

Injustice for public sector

Funding was always bound to be the dominant issue for those in higher education judging the Green Paper. And, not surprisingly, the message, impressive though it may be for the long term, has not gone down well on either side of the binary line. Warnings of further rationalization, including possible closures of universities as well as public sector institutions, have made the general outlook clear enough.

However, for the colleges and polytechnics there is more immediate bad news in the Green Paper in the rejection of the National Advisory Body's claim for a common unit of resource for teaching throughout higher education. "Even when allowance is made for special factors, universities still have relatively higher operating costs by virtue of more generous provision of land, premises, staffing and equipment, and because of the UGC's decision to restrain student numbers. Comparisons of whole sectors even subject by subject do not necessarily mean a great deal," it says.

This did not prevent the Department of Education and Science publishing, the very next day, just such a set of comparisons, which are bound to fuel the controversy. The calculations are developing a habit of appearing at embarrassing moments, the first set coinciding with the announcement of spending cuts in 1983. Then, as now, they were seen by many in the public sector as proof of an

injustice the Government refuses to right. Such an attitude is sure to be even more widespread this time, both because of the further worsening of polytechnics' and colleges' funding levels and because the new figures are much less vulnerable to criticism over methodology than their predecessors. The latest report has taken months of painstaking research and negotiation with the UGC and the NAB, and the result is accepted by officials of both bodies to be the fairest comparison possible at present of costs in both sectors.

That is not to say that it represents the definitive account of the contrast between the two sides of the binary line. The report itself states that the true cost of teaching students could only be assessed by a "bottom-up" survey, rather than this "top-down" analysis. And there are a number of unavoidable gaps.

Then the main argument was over allowances for research, which were set at an arbitrary figure of 25 per cent for universities and all for the rest. The new assumptions still do less than justice to the public sector's research effort; but, in advance of the results of a transbinary study of research costs, they represent a fair reflection of the sums consciously allocated to research. In the NAB's case, this is only £2.5 million, although no one doubts that a substantial volume of research in polytechnics and some colleges is actually funded through the advanced further education pool.

For the universities, the figure of 25 per cent attributable to research has been increased to 30 per cent following a UGC survey of universities' estimated spending in 1981/82. The outcome was a "relative" figure of 29 per cent, which has been rounded up for convenience. In fact, the report puts the true figure at nearer 35 per cent because of the probable cost of staff time now deemed "unallocable", but 30 per cent is used in the final comparisons as the safest estimate.

Other uncertainties remain as well. No conclusions are reached about the relative costs of different levels of teaching, for instance, nor about differentials in the cost of premises, which the Green Paper emphasizes. But the general picture is clear enough. Unlike last time, subject weightings have been made comparable between the two sectors and everything from pensions increases to VAT has been taken into account. The result is dramatically illustrated in the graph.

The local authority sector is seen to have enjoyed a 9 per cent increase in real funding between 1980/81 and the planned figure for 1986/87, compared with 3 per cent for the universities and 5 per cent in voluntary colleges. But the 30 per cent increase in student numbers in the polytechnics and colleges took all this and more, while the UGC acted to protect funding levels by holding down intakes.

The figures are based on "full-time arts equivalent home students" and are calculated at 1983/84 prices. For all the qualifications made in the report, the bald statistics which will be seized upon show that by 1986/87, the universities will be £500 better off per student than the local authority sector and almost £400 above the equivalent for the voluntary colleges. In the debate which will follow the publication of the Green Paper, the DES may grow weary of having its figures thrown back.

John O'Leary



AFTER THE GREEN PAPER

cent barrier (2.3 per cent for Cambridge and 5.7 for Oxford) with other universities barely scraping up 0.5 per cent.

Overseas students fees is the third main category - and there there is evidence of aggressive marketing tactics employed by a number of universities to compete against other UK institutions.

The overall aim squares firmly with prevailing Government philosophy, to reduce the role of the State and the burden on tax and ratepayers. But vice chancellors and lecturers remain unconvinced that as yet unspecified targets can be obtained.

Their main fear is that too great a reliance will lead to dictatorship of the marketplace, with the academic fabric of our universities changed out of all recognition.



So often the shared copy of The Times Higher Education Supplement goes missing just when you were half-way through the relevant article (or job advertisement). For £30 you can have the THES delivered to your home for a year with the added bonus of a FREE copy of the Oxford Dictionary of Quotations* to equip you with memorable things to say and a FREE copy of Fowler's Modern English Usage* - the standard work for writers. Simply fill in the coupon and send it with your cheque made payable to Times Newspapers Limited to the address below.

The Times Higher Education Supplement

Please send me a year's subscription to The Times Higher Education Supplement plus my FREE Oxford Dictionary of Quotations and Fowler's Modern English Usage. I enclose my cheque for £30 made payable to Times Newspapers Limited.

Name: _____

Address: _____

Signed: _____ Date: _____

Please send this coupon, together with your cheque, to Nigel Davies, Higher Education Supplement, Priory House, St John's Lane, London EC4A 3DF.

Offer applies to new subscribers in the UK only and closes on June 30 1985 *paperback edition



Dr Peter Warren

Sir George Porter

New hands at the Royal helm

Jon Turney looks at the changes taking place at the Royal Society

Every spring the champagne flows in laboratories up and down the country when 40 scientists are confirmed as new fellows of the Royal Society. They join the 1,000 strong ranks of Britain's self-elected scientific elite - so while not every university department can hope for a Nobel prize, they can all aim for an FRS or two.

But distributing its own brand of distinction is only a small part of the impact the society makes on British science. Since its foundation three centuries ago as an independent society for promotion of natural knowledge, albeit with royal patronage, the society has grown into a major influence on science and science policy at home and abroad. In recent years its role as a channel for Government funds for research has grown rapidly, and its annual allocation from the Advisory Board for the Research Councils now exceeds £5 million a year.

This is of course a tiny fraction - around 1 per cent - of the total science budget, but it does place the society in a paradoxical position. In an age when science is recognized by all governments as a vital resource, the society exercises influence mainly by speaking on behalf of the scientific community, or at least its more independent members. But its value as an independent voice in a period of declining real support from the state for research is diluted by its own recently acquired dependence on Government handouts.

This is one of the main problems facing Dr Peter Warren, the Royal's new executive secretary, who took up the reins as the society's top administrator last week after seven years as deputy to his predecessor, Dr Ronald Keay. With the nomination of Professor Sir George Porter as the society's new president from this November, and new second tier administrative appointments arranged by Dr Warren to coincide with his promotion, the Royal will be in new hands for the second half of the 1980s.

Not that the world can expect drastic change. Much of the society's influence, one suspects, derives from the fact it has been a presence for so long, doing the same sort of things - organizing meetings, giving awards, arranging overseas exchanges. Peter Warren stresses the continuity of the two key objectives for a national scientific academy: "the maintenance of scientific excellence, and of relations between the national scientific community and the wider scientific community around the world."

So most of the society's 100 or so staff in its plush premises just across the road from the Athenaeum will carry on their familiar tasks. In any one year they arrange meetings on subjects as diverse as perception of pain or the industrialization of space, and arrange visits to and from countries from China to Brazil.

But there are changes afoot which will affect the society's role in the UK. It has already abolished the award of grants for scientific investigation, preferring to spend its money on salaries for university research fellows and other longer-term schemes. This dictates careful management, as the commitment to salary payments reduces flexibility.

In the first of an occasional series on continuing education in the universities, Felicity Jones reports from Sheffield

It is a well-worn talking point and dilemma that if you want to provide classes for unemployed adults or the black community, then labelling the courses as such may be the fastest and surest way of frightening those very students away from our higher education institutions for good. This is where courses with "hidden agendas" enter. The purpose of which, by hook or crook, is to fantasize - so that the student catches the education bug and carries on with other forms of higher education.

In Sheffield, with its dominating but decaying heavy industry, the university adult education provision has been concerned with access into higher education for mature students.

community centre which is a recognized community facility for the black community and houses the Sheffield and District Afro-Caribbean Community Association.

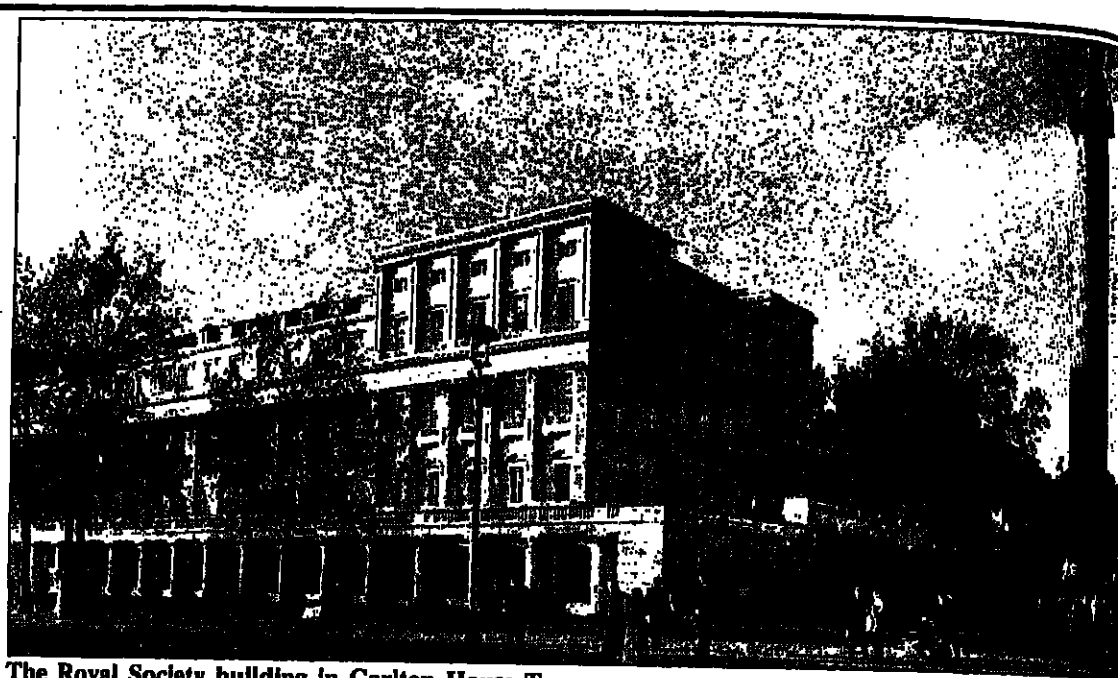
But the real coup came in the form of the tutor Petronella Breinhart. Not aggressively embittered herself, she has to a certain extent been a victim of our institutionalized racism and, although the holder of a post-doctoral fellowship in linguistics at Sheffield University, she had common experience with those who have come on the faster course.

"There are misunderstandings on both sides in schooling," she said. "Teachers say that black parents do not take an interest in their children's education but that is because they do not know how to go about it."

Through the loosely structured course, black parents - mostly women, learn to feel at home within the education system about which there is still a high level of ignorance. "They are no longer intimidated after this course. We invite teachers to come and speak, pay visits to schools and the university and try to give the academic background," Ms Breinhart said.

A parent student confirmed that the course had given the confidence to go into the school to discuss educational problems.

In the land of steel and foundries,



The Royal Society building in Carlton House Terrace

This and other features of the society's expenditure are likely to come under closer scrutiny from the Advisory Board for the Research Councils, which must ensure all its money is well spent as the buying power of the science vote declines. The society is exceptionally well represented on the ABRC - just one index of its influence - with 14 out of 24 members of the board being fellows. These include the Royal Society's treasurer, Sir John Mason and its former biological secretary Sir David Phillips, the ABRC chairman.

However, there is no reason to suppose the ABRC will treat the society more leniently than the research council. And although Peter Warren is not yet prepared to utter the words "corporate plan" in Carlton House Terrace, it would be surprising if the requirement to produce a detailed statement of aims and objectives which now falls on the research councils was not soon applied to the Royal, too.

The society's close relationship with the ABRC is also shown by its receipt of a commission from the board to run a study of the health of basic science, due to produce preliminary results before the end of the year. This is an intriguing blend of a rigorous examination of research output indicators and the wish shared between the board and the society to find numbers which will buttress a case for more science spending. It must be an objective study, worthy of the name of the society, but will hardly be accounted a success if it comes up with the "wrong" result.

The health of basic science study is just one example of the society's increasing willingness to set up studies, working groups and committees which attempt to influence public policy.

According to Peter Warren, "for the last 10 years the society has been increasing its involvement in matters of science policy, and others which involve the importance of science in various areas of national policy".

This involvement is now being recognized by the formation of a small policy studies unit, which will report to Dr Warren. The unit will be run by Dr Peter Collins, who already works for the society, and so far has one new recruit. Eventually, it is planned to employ half a dozen people but this will depend on pulling in new funds as the society will not use any public money for this work.

The first topics to be studied have not been chosen but likely candidates include the so-called sophistication factor - the increase in the costs of research year by year - and the brain drain. In fact, with the policy studies unit, Britain's oldest scientific institution is about to get into the business of social science, although the fellows may not realize it. Peter Warren speaks of the need to be much more rigorous in getting data for science policy arguments, and compiling statistical information instead of anecdotal impressions of what is going on in the nation's laboratories.

The unit has been launched with existing private funds, which make up around 35 per cent of the society's annual income. The public/private split will probably remain around the same in the near future, although the ABRC may also ask more often about the chances of increasing private contributions. Today, Dr Warren says, the society's basic activities are not supported from public funds, although the ABRC does pay the rent - currently being renegotiated after the end of a 20-year agreement.

There may also be more competition for ABRC funds from the Royal Society's new research unit, which has recently established its right to a major annual grant from the board. Every one connected with the Royal Society insists that there are excellent relations with the Fellowship, through joint committees and informal contacts, but there must be the possibility of conflicts of interest as the Fellowship expands its work promoting applied science and technology in industry. However, both sides certainly believe it important to avoid boundary disputes. This will be an area of special concern for Sir George Porter while he takes over as president of the Royal Society from Sir Andrew Huxley in late autumn.

Sir George is reluctant to comment on Royal Society policy as he is in the curious position of being nominated, but not formally elected for another five months. He will relinquish his duties as director of the Royal Institute, though he will remain a full-time research professor there. And he will complete a rare hat-trick in the autumn as he is also president-elect of the British Association for 1985-86.

His predecessor at the Royal, the current president Sir Andrew Huxley, surprised many by his willingness to weigh in to public debates on subjects like animal experiments and research funding. Sir George has more of a reputation as a public figure before he takes office, especially as a television presenter. But his appointment, as a Nobel prizewinner in a different discipline from Sir Andrew, is solidly in the society's tradition. That as anything, is a signal the changes at the top will not produce any radical break with the past. The ritual springtime announcement should be heard for a century or two yet.

Hooked on access

the university's programme of day-release for miners, with the financial support of the National Coal Board and the National Union of Mineworkers, has survived both the economic pressures on educational day release and the miners' strike. Other black-release and day courses, however, in steel and manufacturing industries have not survived.

Miners in South Yorkshire queue up and apply again and again to come on the course with 40 places for 55,000 miners. One man went to the lengths of missing his brother's wedding because he had to attend the selection board for the course.

"Not many miners go to Oxford," said one of this year's students who would normally have been working in the pit underground as well as studying but was this year out on strike with the rest.

Although they all supported the strike they said: "If you think we come in to the course to be Scargilized then you would be mistaken. The course tutors take great care to see that we read and hear all the arguments and other people's points of view."

Some of the students may have ambitions like Mr Peter Heathfield, general secretary of the NUM, who went through the Sheffield course as did two new MPs, Mr Kevin Barron and Mr Martin Redmond.

It provides the opportunity for others to move out of mining. One young miner said: "You realize that there will not be many more chances when you get into your late 20s after leaving school at 15."

Some continue with a full degree afterwards. One miner, Mr Malcolm Carline from Hatfield Main colliery, is close to completing the department's access course for mature students with a view to studying medicine.

"If I am something I have always wanted to do but I did not know about the mature matriculation scheme until a year ago. Nobody tells you when you are unemployed about such things," he said.

His difficulty will be persuading a traditionally conservative medical faculty to accept him though it does espouse an open-door, day-long policy in theory.

The division of continuing education's access programme for mature students has grown in strength over eight years as the university at large has come to accept that mature students can succeed.

The programme, which takes in nearly 40 students a year of which half go on to higher study, was the idea of Professor Bill Hampton, recently appointed to the chair, himself a mature graduate and one-time printing compositor.

As acting director of the division, he, along with many of his staff, wants the access into higher education for those disadvantaged groups such as blacks and mature adults to be a central role of the department.

This will not preclude post-operative vocational education and professional updating work, the meat of Sheffield's continuing education work. This is recognized as a growth area.

A master's and diploma course in leisure management began this year to an overwhelming response. There were 160 applications for 18 places on the master's from as far afield as Tower Hamlets, Oxford and Tees-side.

But in a disadvantaged city like Sheffield, the department thinks it would be misguided to neglect the vast bulk of people who live locally and have been by-passed by higher education.

A key to the success of the mature matriculation programme has been the use of counselling. Mr Harry Barnes, the course director and a mature graduate who used to work on the railways, held 75 hour-long interviews to prospective students the last year to see if they would be able to do the rigorous two-year programme.

A Saturday school is held at the start of the course and a week-long residential course at the end to give those mature students who are thinking of carrying on to a full degree an idea what it is like to be at university.

Most contemporary psychiatrists would be exceedingly embarrassed if they were to make a detailed historical study of late 19th century treatment techniques for "hysteria" - and most feminists would be justifiably enraged. Hysterical women suffered from a variety of crippling symptoms such as paralysis of the limbs, migraines, temporary blindnesses, anaesthetics, and so forth: many physicians dismissed these women as hypochondriacal malingerers, but many others devised various therapies especially designed to eliminate these hysterical ailments. The most popular "curative" methods included hysterectomies (the extraction of the uterus), clitoridectomies (the removal or the cauterization of the clitoris), and the administration of assorted purgatives and other pharmacological agents.

As a young physician, Sigmund Freud (1856-1939) studied these orthodox psychiatric strategies, and during his early years as a practitioner, he even experimented with electrotherapy and hydrotherapy for a brief period. Freud soon recognized the fraudulence of the work performed by his colleagues; and stimulated by his teachers and *confrères* (most especially Josef Breuer, Jean-Martin Charcot and Wilhelm Fliess), and spurred on by his own originality of mind, Freud created psycho-analysis as a distinctly non-medical treatment for the "neuroses" and "psychoses". Although many poets and philosophers had anticipated some of the fundamental tenets of psycho-analysis (notably Plato, William Shakespeare, Johann Wolfgang von Goethe and Fyodor Dostoevsky), it remained for Freud to systematize and to advance our knowledge of the unconscious mind, and to explore the ways in which such insights could be applied therapeutically.

The term psycho-analysis first appeared in 1896, in Freud's essay on the aetiology of the neuroses, published in a French neurological periodical; at that time, Freud was the only person practising clinical psycho-analysis. By 1902, however, he had already organized a small study group with four enthusiastic members who met on a weekly basis in the waiting-room of his home in Vienna. Nearly six years later, with the assistance of Wilhelm Stekel, Freud founded the Wiener psychoanalytische Vereinigung, the first psycho-analytical society in the world, composed of 22 members. Eventually, other neurologists and psychiatrists, discontented with the inefficacious and barbaric somatic "treatments", journeyed from all over the planet to study with Professor Freud; and after the formation of psycho-analytical societies in Zürich and Berlin, Freud and his colleagues established an International Psycho-Analytical Association in 1910.

Sigmund Freud died in 1939, and yet his work continues; indeed, it thrives in a way that its founder might never have suspected. More therapists use the ideas of Freud in their clinical work than those of any other theorist - it is virtually impossible to estimate the enormous numbers of social workers, psychologists, psychiatrists, nurses, priests and counsellors who earn their living by utilizing psycho-analytical concepts; and books such as *Les Mots perdus* by Marie Cardinal and *My Kleinian Home: A Journey Through Four Psychologies* by Mimi Herman continue to attest to the insights derived from psycho-analytical theory.

Every survey reveals that Freud remains the most influential psychologist; he is also cited more frequently than any other mental health practitioner, and he has been the subject of more extensive biographical studies than any other modern thinker. Professor Hans J. Eysenck has just completed a book (as yet unpublished) entitled *The Decline and Fall of the Freudian Empire*; however, all the evidence suggests overwhelmingly that the Freudian empire, neither declining nor falling - it is growing and strengthening. Psycho-analytical institutions and societies now flourish on six continents (ranging in scope from the Asociación Psicoanalítica de Buenos Aires, to the Nippon Seishin Bunseki Gakai in Tokyo), to the Freudian School of Melbourne), and new organizations continue to appear at a rapid rate in an effort to cater to the burgeoning interest in the work of Freud and his followers.

Many historians continue to regard psycho-analysis as but one of the many competing schools of psychological thought (eg behaviourism, cognitivism, organismism), but from its very inception, psycho-analysis, apparent in its literature, Freud and his strong and



Climate of opinion

Britain must provide for serious students of psycho-analysis, argues Brett Kahr

psycho-analysis differed markedly from other explanatory models in a number of fundamental respects, so fundamental, that it would seem foolish to classify Freudianism as yet another psychotheory. Not only is psycho-analysis the only theory which treats childhood experience in a serious way, but it is also the only corpus of psychological knowledge that has had any considerable impact outside the field of "mental health".

Freud earnestly encouraged scholars from the humanities to study psycho-analysis, and he offered membership in the Vienna society to numerous people who did not engage in therapeutic practices: Max Graf, an eminent musicologist, and Hugo Heller, a successful publisher are but two of the many artists who gravitated toward Freud.

Because psycho-analysis concerns itself with motivations and deep meanings, its explanatory power is formidable. Behaviourist thought cannot provide an understanding of artistic phenomena because of the simplistic nature of its theory, - and it is for this reason that behaviourist ideology has remained confined to a shallow study of symptoms, while psycho-analysis has been appropriated by representatives from every discipline. At the meetings of the Psycho-analytical Forum in Oxford, we receive regular visits from art historians, criminologists, philosophers, bibliographers, classicists, nuclear physicists, Egyptologists, physiologists and various other professionals. One can search diligently through libraries and archives, but one will look hard for a behaviourist reading of the work of Marcel Proust, simply because such non-Freudian theory offers neither appeal nor usefulness to the artist or the *littérateur*.

Thus, Freud has left his mark not only among the clinicians, but among all thinking people. The impact of Freudian terminology on our everyday language is of course quite pronounced (eg "ego", "narcissism", "sibling rivalry"). It is perhaps because of this insinuation, of psycho-analytical ideology in our culture that W. H. Auden paid tribute to Freud in his classic poem of 1939, "In Memory of Sigmund Freud", in which he described the first psycho-analyst in the following way: "To us he is no more a person/Now but a whole climate of opinion/Now but a subject of a BBC television series, London stage play, *Psyche*, and as a major figure in a recent Hollywood film, *Love Sick*."

But psycho-analysis does not confine its activities to the consulting room or to the study of works of art and literature. Freud and his strong and

terests in politics, and often wrote to publications such as the *Neue Freie Presse* to express his opinions on such matters as tax reform; and his exploratory psycho-biography of Thomas Woodrow Wilson has paved the way for more recent psycho-analytical investigations of political leaders and events, including the impressive *Reagan's America* by Lloyd de Mause, director of the Institute for Psychohistory in New York.

Many psycho-analytical clinicians have decided to concentrate their interest on the problem of nuclear warfare and its prevention. Professor Robert Jay Lifton and Professor John E. Mack have written extensively about the pernicious psychological effects created by the nuclear threat, and they have expressed great concern that nuclear imagery (such as violent, exploding mushroom clouds) has now crept its way into the nightmares of young children.

Lifton has identified a phenomenon known as "psychic numbing", and he has discovered that many of us have now become so accustomed to jokes about "the button" and to stories about the unexpected termination of our lives, that we have developed a dangerously apathetic immunity to the very real possibility of world annihilation.

Recently, several members of the British Psycho-Analytical Society have arranged a series of meetings to discuss such issues, and several psycho-analytical organizations of this sort already exist in the United States to protest against the arms race and to improve government awareness of the stresses and symptoms that result from living in a nuclear age.

Psycho-analysis are now exploring how they can best apply their special knowledge of the workings of unconscious mentation to a study of political behaviour; they have already greatly enlightened the arts and the humanities in general; and the clinical professions owe a very great debt indeed to psycho-analytical theory. Psycho-analysis now maintains a firm foothold in so many fields, and it seems likely that it will continue to attract clever and creative practitioners.

During recent years, it has become increasingly apparent that so many of the theories propounded by the biopsychiatrists lack any validity whatsoever; Professor Leon J. Kamin has recently provided us with a statistical demolition of the myth that "schizophrenia" results from genetic abnormalities; and the research team at MIND, the National Association for Mental Health, has exposed the blatant inefficacy of tranquillizers as a treatment for depression.

As the fallaciousness of such seductive

tive pathobiological theories and treatments becomes more widely known, both clients and therapists (as well as governmental agencies) will recognize the vital role of psycho-analysis in providing in-depth therapy to treat the underlying core of emotional disruptions, and not merely the surface symptoms.

And yet in spite of the widespread acceptance and influence of psycho-analysis, as well as its continuing application worldwide, it does attract numerous enemies. The resistances to psycho-analysis are well-documented, and they have accompanied Freudian theory throughout its evolution. In 1911, Freud's friend and colleague Sándor Ferenczi addressed the Medical Society of Budapest on psycho-analysis; the august audience summarily dismissed Freud's theory as sheer pompanology, and recommended that all psycho-analysts be imprisoned. And in 1910, at a meeting of the Congress of German Neurologists and Psychiatrists in Hamburg, somebody made the grave error of mentioning psycho-analysis in front of the very eminent (but now forgotten) Professor Wilhelm Weygandt, who exclaimed: "This is not a topic for discussion at a scientific meeting; it is a matter for the police!"

The directors of the New York Public Library considered psycho-analytical works so scandalous that they decreed that only specially authorized clergy could peruse the library's stock of Freudian books (which, incidentally, were kept under lock and key in a special cage throughout the early part of the century). The vast majority of these multitudinous slanders has had virtually no repercussions whatsoever - most of the anti-Freudian tirades are written as *ad hominem* mudslinging diatribes.

In a similar vein, the ranting blogger Emil Ludwig described Freud as a "psychopath" who succeeded in imposing his pathological visions on people made of less stiff stuff". More recently, Professor Frederick Crews has queried "how a mind (such as Freud's) - rich in perverse imagination and in the multiplying of shadowy concepts, grandiose in its dynastic ambition, atavistic in its resistance to the rational criticism - could ever have commanded our blind assent". Amid this collection of vicious and vicious verbiage, one must search energetically for a critique worthy of the psycho-analyst's attention.

Most of the enmity toward psycho-analysis is expressed by academics of differing persuasions. Sir Peter Medawar, a Nobel Prize-winning scientist, has distinguished himself as one of the fiercest opponents of psychoanalysis; as the fallaciousness of such seductive

Freud's legacy

Freud's legacy

ignorance of psycho-analysis. He confesses: "Let me in the first place say that I have never been injured by - have indeed never received or to my knowledge needed - psycho-analytic treatment, so that my critical attitude towards it has not the character of a revenge." In my experience, this position is typical. Medawar and others like him write voluminously, expounding on the evils of psycho-analysis, but most have never bothered to discover what actually transpires in the course of a psycho-analytical treatment.

Psycho-analysis has always occupied a rather precarious position in the university. Freud began his academic career as a research student in the physiological laboratories of Ernst Wilhelm von Brücke in 1877, yet in spite of an impressive series of publications, Freud did not receive a professorship until 1902, and even then, his appointment came only as the result of behind-the-scenes machinations; apparently, one of Freud's wealthy patients, Frau Marie Fersel, is reputed to have given a very expensive painting to the Minister of Education, Wilhelm Freiherr von Blumenthal, in exchange for Freud's professorial position. Certain scholars have suspected that anti-semitic sentiment caused much of the hostility that Freud experienced at the University of Vienna; others have dismissed this as utter falsehood. I would suppose that anti-semitism did indeed hinder Freud's progress at the university, and although historians such as Frank J. Sulloway claim that no such documentary evidence can be found to support this contention, one should remember that this is not the sort of thing that creeps into public records.

A recent survey (conducted by the University of Vienna) reports that 85 per cent of the Austrian population readily admits to anti-semitic feelings. In view of this striking fact, it would be naive to deny the importance of religious sectarianism in such matters. Yet Freud was not a Jewish nationalist; to experience difficulties in the university, his Hungarian colleague Sándor Ferenczi held the first professorship of psycho-analysis in Budapest in 1919; yet this post lasted only a few months, and Ferenczi's chair was abolished during a military coup.

Since these early times, most psycho-analysts have fared no better. Universities throughout the western world have been intolerant toward psycho-analytic thought. The most scandalous event occurred in the 1950s when the Honourable David Astor (formerly an undergraduate of Balliol College, Oxford) attempted to found a professorship of Freudian psychology at the university. With characteristic conservatism, Oxford refused, but many years later, in 1974, the University of London had the good sense to establish the Freud Memorial Professorship.

In 1922, a man called Dr Busch from the University of Frankfurt came to Oxford to lecture on psycho-analysis; Dr Busch wore a beard and spoke with a thick accent, and the Oxonians presumed that he was a disciple of Sigmund Freud. It was soon revealed that Dr Busch was in fact none other than the journalist George Edgerton, wearing a disguise. Ernest Jones reported this newsworthy event to Freud, commenting: "It shows the state of ignorance at Oxford, and several professors were also present and were also taken in."

To this day, academics continue to resent Freud, and it is the ex-perimental psychologists who have harboured more hostility toward Freud than any other academic contingency. The reasons for this disrespect for Freud are manifold and exceedingly complex. Most experimentalists are bewitched by the notion that psychology must be "scientific"; they consider psycho-analysis far too "wishy-wishy" because its precepts cannot be reduced to narrow and rigid axioms. They seem to be unaware, however, that so-called scientific theories may have absolutely no practical applications or therapeutic utility.

Last year, Brian Farrell (the emeritus Wilde reader in Dental Philosophy at the University of Oxford) biter to the Place of Psycho-analysis in Undergraduate Education". (Farrell's markedly ambivalent attitude to psycho-analysis should be well known to those who have read his book *The Standing of Psychoanalysis*.) Farrell offered a justification for the complete denigration of psychoanalysis by the department of experimental psychology, recently, a Nobel Prize-winning scientist, has distinguished himself as one of the fiercest opponents of psychoanalysis; as the fallaciousness of such seductive

Freud's legacy

Climate of opinion

continued from page 13

that the psychologists can teach animal behaviour because students can study animals directly; that the psychologists can also teach human memory because the students can perform experiments on human memory directly. But, he claims, the psychologists cannot teach Freud because students cannot have any direct access to real live "patients".

Such a position simply ignores other recognized and effective methods of teaching Freud. Of course, one cannot provide each undergraduate with a token "neurotic" on whom to experiment, but one could easily read Freud's texts, and any competent senior clinician could quite readily discuss case material in a confidential manner with undergraduates.

Although many of the experimental psychologists have avoided Freud, certain literary critics have treated Freud with great generosity in their teaching and in their publications. Literature has always provided a great source of inspiration for psycho-analysis; indeed, Freud refers to the work of Goethe more frequently than to the work of psychiatrists. Most psychoanalysts with whom I am acquainted possess a very impressive knowledge of literature: the distinguished psychoanalyst Robert Fliess (son of Wilhelm Fliess) originally wanted to devote his life to Shakespearean studies. The dialogue between psycho-analysis and literature has been long and fruitful, yet in the last decade, university-based psycho-analytical criticism has become boring and sterile.

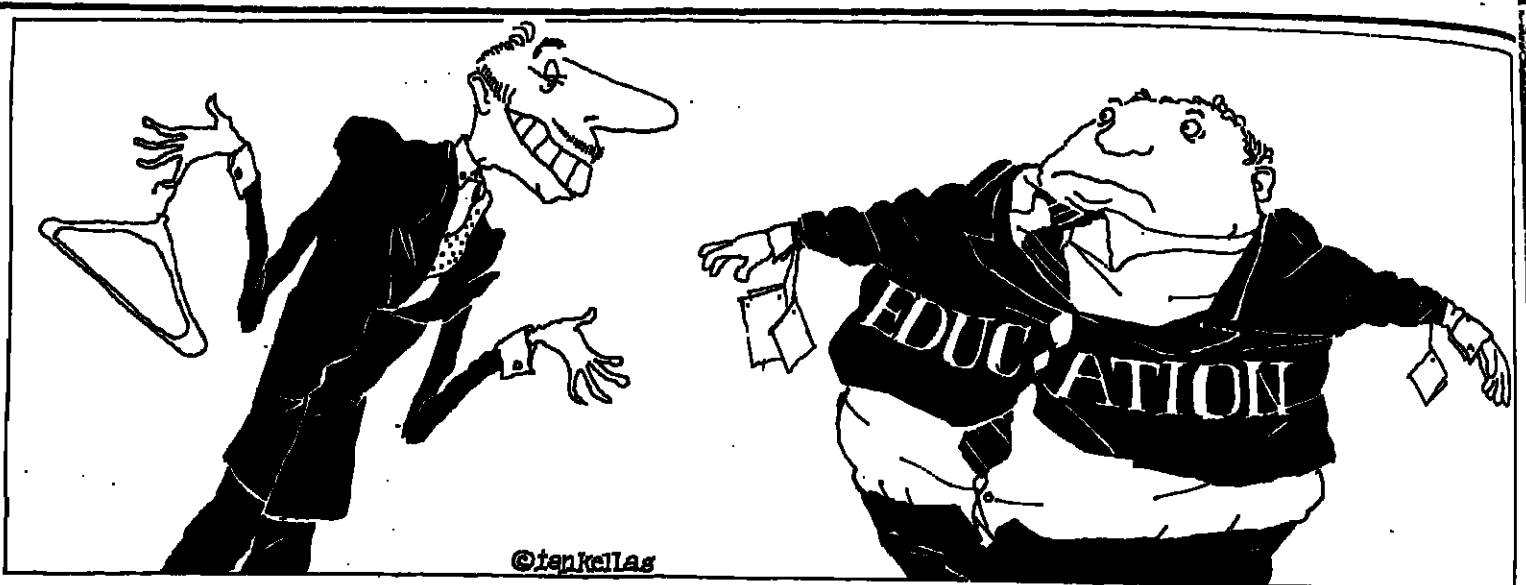
The literary scholars have developed an obsessional preoccupation with the work of the French psychoanalyst Jacques Lacan, utterly ignorant of the clinical nature of Lacan's writings; hence, most psycho-criticism is no more than a castrated version of psycho-analytical theory, completely devoid of the clinical purposiveness and urgency that one reads in the works of Freud and Lacan. Freud made constant reference to literature, but he did so on most occasions with the aim of illustrating a clinical point (for example, much of his theory of the psychogenesis of epileptic states derives from a detailed consideration of the life and work of Dostoevsky). Of course, it may be unfair to chide the literary scholars for a lack of clinical sophistication — literary critics are not expected to be psychotherapists — but it is a great pity that Freudian studies in the university are so divorced from their essential therapeutic framework.

Freud has been doubly abused by the academy: he is either vilified and ignored, or he is distorted and decontextualized. In 1926, Freud wrote a letter in which he expressed his hope that there might one day be a "college of psycho-analysis" where students could investigate not only the rudiments of clinical theory and psychology, but literature, religion, history, and other subjects as well. Freud always maintained that unless a therapist has a broadly-based education, he or she will not be able to decipher the many cryptic references that appear in the course of a session.

It may not be practicable to establish such colleges of psycho-analysis around the world, but it is certainly high time that we teach Freud in a more serious way, especially at the undergraduate level, and especially in departments of psychology and psychiatry.

I once knew a Cambridge philosophy student who wanted to study Freud as a philosopher; her thesis supervisor told her that this was unacceptable, and that she should either switch to Kant or Russell or Wittgenstein, or else go to the States, where, he thought, "standards are less rigorous". "Standards are less rigorous" is a really quite despicable notion, but that is exactly the kind of attitude that has established a permanent psychoanalytic unit headed by its very own Freud Memorial Professor, and that the University of Kent has announced plans for an MA programme in psycho-analysis. If this is approved by the faculty, Kant will distinguish itself as the first university in Great Britain to provide for the much neglected academic needs of serious students of psycho-analysis. Let us hope that others will follow suit.

The author is director of the psycho-analytical forum in Oxford, and formerly research officer at Littlemore Hospital. He is the editor of the forthcoming six-volume series on the history of psychiatry and psychoanalysis.



Ready-to-wear approach to business education

In his *Pedagogy of the Oppressed*, Paulo Freire distinguishes between two major types of educational philosophy: on the one hand, the "banking" concept, on the other, the "problem-posing" education. In a searching, neo-Hegelian exposition Freire castigates the predominant banking mode and proposes its replacement by a challenging and liberating new method based on problem posing.

The banking concept is fundamentally narrative; the teacher narrates to a patiently listening group of students; the reality communicated is motionless, static, compartmentalized and predictable. Students become passive containers in which the teacher deposits his or her knowledge, which is to be memorized and repeated. Knowledge is seen as a gift bestowed by the knowledgeable upon the ignorant. As Freire puts it: "Everything in this ready-to-wear approach serves to obviate thinking."

Problem-posing education encourages constructive dialogue between teacher and student, a partnership. Both parties have responsibility for the process in which each can grow. Freire suggests that the contrast reveals the essentially revolutionary (in social and political terms) nature of problem-posing education, particularly within the context of third-world politics. However, the contrast is also relevant to our current situation in business education in Britain.

Why is it that the impact of the Business and Technician Education Council philosophy has not been greater? This philosophy, of an education centred on relevant tasks, practicable skills, the needs of students and of the real world, in which students actually do things instead of being lectured at, in which students have an active and not passive role, strikes at the fundamental preconception of most business studies teachers. Their own education, and training has prepared them for rote learning, depositing, controlling and evaluating the process unilaterally.

They feel comfortable with this approach and because they had a similar education, which did them no harm, they are not persuaded of the need for change. Lectures still predominate, timetables are still split into neat blocks of time for each separate module (or part of a multi-disciplinary module), assignments are called reports instead of essays but are evaluated as essays, part-time students' experience is ignored. The business education community has responded in such a way to the challenge of the BTEC as to require the minimum and only superficial change.

Many lecturers fear the changes because of the implicit attack upon their role and their control in the classroom. They protect themselves by their appeal to the need to maintain academic standards, as though such standards are universal, clear and unambiguous. The "academic" standards of the banking approach are totally inappropriate to a problem-posing education. Standards, for assessment are the product of institutions within the assessing community. They emerge from a process of practice and dialogue and they must be relevant to the purposes of assessment.

Those enlightened businessmen on the BTEC committees support the practical, applied and skills-orientated nature of the BTEC approach. This is not, however, because they support the theory of problem-posing education. They are more concerned to maintain their power and control within

their organizations. They want the practical skills, but not the critical awareness and ability to act to change situations which are implied by problem-posing education. Ultimately, they are not a force for change, but, tactically, their support for a partial undermining of the banking concept is essential.

The problem British industry faces is not the replication of existing skills and knowledge, but the positive creation of new skills, new knowledge, new attitudes and approaches. The contribution of business education to the ossification of British business has been enormous. The greatest barrier to change is the teaching profession itself.

It is often the case that someone falls in business, or finds it too much of a hard grind, or, very occasionally, feels a sense of moral repugnance at what goes on. Such people may or may not make successful teachers, but their personal experience may be such as to predispose one to think of them as unsuitable for teaching. Should our students be taught by failures, or by those who cannot stand the pace, or by those whose moral reactions would bias their teaching? Has the business experience of such people added to their effectiveness as a teacher? The answer to the question is usually positive, but the common addition to this experience of one's effectiveness as a teacher is simply the ability to relate anecdotes from one's own, necessarily narrow, experience.

Students may be amused or informed by anecdotes, but they are of limited worth. At the same time, only certain types of business experience seem to be acceptable. Experience of shop-floor work does not, normally, constitute acceptable business experience. The argument here is that students on a business studies course are not going to work on the shop floor but are management material and so need to be inculcated with a management perspective. In this way, status differences are reinforced and hide-bound industrial relations are maintained.

Of course, one may have a successful business career and now find a career in teaching attractive for reasons of genuine commitment to teaching. This does not, however, mean that one is a good teacher, neither does it mean that one is better than those whose commitment to teaching, as a career, is of longer duration.

How important, then, is the renewal of business experience? Awareness of current trends and developments in business is a vital part of the weaponry of an effective teacher of business studies, just as it is for any other teacher in his or her own field. But what is the best way of keeping up to date? Is consultancy? This is open to all kinds of abuse and may reduce the effectiveness of teaching. Use of college facilities for private mercenary gain is commonplace. The actual tasks carried out in consultancy may be mental or confidential. They may not entail the acquisition of new skills and knowledge. Even the widest range of consultancy will involve a tiny proportion of the sum total of business activity in any particular field.

Good teachers, with or without industrial experience, keep up to date. They do this through reading the journals and through research, long and short-term, seminars, and, possibly, consultancy. Lengthy industrial experience and an impressive list of consultancies do not necessarily

imply effective teaching and may even suggest the opposite.

Part of the justification of an expansion in business education has been the view that an increase in the quality as well as quantity of business decision makers would aid the recovery of the British economy and prevent the slide into relative penury. To this end it has been commonplace to emphasize the practical, vocational relevance of business studies courses. Colleges making submissions to the Council for National Academic Awards and to the BTEC (and the BTEC itself in its own publications) have all emphasized the relevance and practicality of the courses on offer.

Business schools teaching post-graduates pride themselves on their consultancy work and the applied nature of the work done by their students. Although recent doubts have been raised in contradiction to the widely and strongly held views about the need for business education to be relevant, practical and vocational, there is still a commonly accepted view that these are and/or should be the major features of business education.

Despite the early impetus of the continuing commitment to the common view, there is little evidence that would indicate that British business has benefited from British business education. Of course, it is possible to argue that the current distracting situation would have been much worse were it not for the expansion in business education. But a more important question from the point of business teachers is: "Should business education seek to bring about improvements in business performance?"

Perhaps the attitudes of employers could be of some help in arriving at a conclusion in relation to this question. Unfortunately hardly any systematic work has been carried out on the attitudes of employers to business education. On the one hand we are told by industrialists giving evidence to the Science and Arts Select Committee that they look for quality of mind rather than specific subject or discipline competence. On the other hand, employers on colleges' industrial liaison committees and on BTEC committees stress the need for practical skills and immediate employability. This variance is not explicable in terms of the levels of education under discussion (graduate and non-graduate), since postgraduate studies, particularly in management studies, emphasize the practical, immediate relevance of their courses to employing organizations.

If a concern with improving the performance of the economy were to take priority then all business education should become part-time, evening only, and employers should stipulate content and make assessments of performance on the course. This is, of course, unlikely to happen. But, what practical steps should be the role of One might argue that the best commitment to relevance in business education is partly a very useful myth employed in the selling of business studies courses to industry. The Government add students. Employers' involvement in business education should be greater than it is, if it may be to become in part a reality. Some greater degree of involvement by employers would do little if any damage to the interests of students so long as the teachers retain control over what is taught and how it is done. Successful economies appear to have much closer and fruitful collaboration between education and practitioners than is apparent in Britain. Business education here would benefit enormously from examining practices in other countries. Apart from the few courses specifically geared towards European business and management, business education in Britain is resolutely ethnocentric. The developments which have taken place have been the result of (in some cases, remarkable) efforts by a few individuals. Neither is it simply a question of the European dimension to business education. Business systems outside Europe and the impact of international bodies other than the European communities need to be examined and incorporated into the curriculum.

There is, of course, an undeniable practical set of reasons for the inclusion of a specifically European as specifically EEC dimension. This is a part of decisions made by the EEC on business activity needs to be a part of business education, both in terms of opportunities offered and constraints maintained. Further, since it is the policy of the EEC that there should be freedom of labour within its boundaries, it is essential for our students to be offered the possibility of a curriculum aiming to prepare them for employment within the EEC.

The recognition of a need to incorporate European elements into the curriculum has developed, in the main, rather slowly, and any change to curricula involving resource requirements stand even less of a chance of fruition now than five or six years ago. However, wringing hands is as fruitless as and less enjoyable than wringing necks.

Establishing personal contact and exchange visits of staff are essential to the development of courses requiring attendance at European colleges. But there is also the need, at a minimum level, for staff to be aware of the teaching resources and materials available and how to use them. There is a need for detailed examination of existing course structures and content. Within colleges, there can be a detailed examination of their own courses, responding to local and industrial needs. At national level, particularly for BTEC courses, there is a need for constructive practical dialogue about resources and course content and appropriate assignment.

Curriculum considerations apart, there is another significant reason for attempting to break down our ethnocentricity. Business education lacks a theory. There is a need to build up a picture of the beast being studied. Other areas of social science, particularly politics and public administration, have long recognized the fruitfulness of a comparative approach and the development of acceptable theories of business behaviour required, *inter alia*, a comparative approach. However, some hard-headed teachers of business subjects may regard this as unnecessary theorizing. If that is the case, then the comparative approach may be further justified in terms of sheer practicality. Examining "successful" and "unsuccessful" business systems must surely produce helpful and practical insights for those of us involved in teaching about and for business.

Alan Kitson

The author is head of the department of business and management studies at Bolton Institute of Higher Education and editor of *Business Education*.

by Peter L. Payne

Years of Recovery: British economic policy 1945-51
by Alec Cairncross
Methuen, £35.00
ISBN 0 416 37920 6

In August 1945, shortly after the abrupt termination of President Roosevelt's Lend-Lease which had provided the UK with roughly two-thirds of the funds needed to finance a total external deficit of £10,000m over six years of war, the Prime Minister announced to the House of Commons: "We can... only demobilize and reconvert gradually, and the sudden cessation of a support on which our war organization has so largely depended puts us in a very serious financial position... the initial deficit which we start the task of re-establishing our economy and of re-converting towards domestic production is immense." What was even more frightening was that the government was advised that this deficit, far from disappearing, was likely to grow larger. Indeed, there were real fears that my solution to this problem must involve a catastrophic reduction in imports and hence living standards. This magnificent study reveals how Britain recovered from the brink of bankruptcy and how the economy was set on the path of economic growth.

The book started out as a study of successive crises or turning-points in the period of transition after World War II, and was primarily concerned with episodes such as the coal and convertibility crises of 1947, devaluation in 1949 and rearmament in 1951. But because the crises had to be put into context, the book grew into a study of the entire period of the Labour Governments of 1945-51 and the emphasis altered to a treatment of some of the most important aspects of policy as they developed over these six years. Consequently, the author addresses himself to the following questions: How did events present themselves to a Government which had to appraise them and decide how to respond to them? How were major decisions in economic strategy taken and by what factors were they influenced and constrained? Did the Government have an accurate picture of what was going on and could it form reliable judgements on the implications of its policy? How well was the economic adviser to the Board of Trade from October 1946 to December 1949 and then as head of the economic division of the Organization for European Economic Cooperation in Paris during 1950, few people can be better qualified than Sir Alec to answer such questions, and fewer still have that ability to set down their findings with such clarity. Sir Alec's writings have always been characterized by a remarkable ability to interpret historical statistics. Nowhere is this facility better demonstrated than in this book, for here he is grappling

with figures which are even now subject to frequent and significant revision. After a penetrating assessment of just how near Britain was to the abyss in 1945, Sir Alec first presents a summary of the major economic issues and trends of the immediate postwar years, and the structure of the Government's economic planning machinery. There follows a detailed and systematic exposition of the problems of external economic policy which focuses on the American loan, the convertibility crisis of 1947, the devaluation of 1949, the implications of rearmament in 1950-51, and the Robot scheme for a floating rate of exchange in 1952. Domestic issues, such as the coal crisis (1947), the role of direct controls, manpower problems, fiscal policy, the magnitude and direction of capital investment and nationalization, form part three of this book, which ends with some brief but trenchant conclusions.

Sir Alec emphasizes the artificiality of separating the domestic and external aspects of policy. Although they were inextricably intertwined such an intimate connection was not always recognized by the principal cabinet ministers (and even denied by Mr Attlee), but by the adoption of such an arrangement Sir Alec has avoided the danger of exhausting his readers by expecting them to comprehend the full complexity of economic processes. Even with Cairncross's guidance it must be doubted whether the economically unsophisticated will entirely appreciate the causal connections implicit in his brilliant analysis. And the reader, with the benefit of hindsight, the leisure to master the arguments in favour of alternative policies, and the assistance of carefully tabulated statistical data and graphs, is sometimes at a loss to adjudicate, how much more difficult must it have been for war-weary, hard-pressed ministers with their aspirations to stabilize the economy, to decide between the competing claims of greater social and economic equality, to decide between prescriptions all of which were constrained by the necessity of solving problems of appalling magnitude.

Cairncross brings out the frustration and fatigue which gradually eroded the health and energies of the major political participants. Even their collective experience of a war economy did little to prepare them for the solving of the very different problems for handling the postwar situation as predecessor in 1929 was for handling the Great Depression. The Labour Government of 1945 was riven by jealousy and intrigue. The Prime Minister made no attempt to whip ministers on or impose on them his own conception of economic strategy. Nor did he sack those — such as Emanuel Shinwell — whose incoherence was obvious. Hugh Dalton emerges with some credit from the crises — who was treated by none of his senior colleagues with considerably more. On economic matters, Attlee and Herbert Morrison stand condemned as failures.

Looking back
Industrial, Unemployment and the Market
by Thomas Wilson
Edited by M. C. MacLennan
Clarendon Press/Oxford University Press, £17.50
ISBN 0 19 284683 3

As we pass through a period when so many academics are retiring, one wonders how many of the economists among them are able to look back with any satisfaction at some of their earlier pronouncements. This is not so much a case of the "voice in the air" which has influenced current policy. In the current desperate state of macroeconomic policy it is always possible to argue that the politicians did not really

implement economic advice in a sensible way. Indeed there is a serious line of argument which suggests that this Government's policy owes little to economic thought which has simply been used, when convenient, to bolster broader based political positions that the state sector and the cure for both inflation and unemployment is a return to unfettered individualism.

More searching test is therefore whether an economist has been able to successfully predict some of the key problems in one or more areas of economic policy. Thomas Wilson has made no major breakthrough in economics but in several ways he does come through the test quite well. This collection of essays marking his retirement in 1982 from the Adam Smith chair of political economy in the University of Glasgow covers macroeconomic topics as well as inflation and unemployment though his work on regional policy and related issues are not represented. The critique of the theory of the firm carries more than a hint of the LSE coarseness but

with figures which are even now subject to frequent and significant revision. After a penetrating assessment of just how near Britain was to the abyss in 1945, Sir Alec first presents a summary of the major economic issues and trends of the immediate postwar years, and the structure of the Government's economic planning machinery. There follows a detailed and systematic exposition of the problems of external economic policy which focuses on the American loan, the convertibility crisis of 1947, the devaluation of 1949, the implications of rearmament in 1950-51, and the Robot scheme for a floating rate of exchange in 1952. Domestic issues, such as the coal crisis (1947), the role of direct controls, manpower problems, fiscal policy, the magnitude and direction of capital investment and nationalization, form part three of this book, which ends with some brief but trenchant conclusions.

Sir Alec emphasizes the artificiality of separating the domestic and external aspects of policy. Although they were inextricably intertwined such an intimate connection was not always recognized by the principal cabinet ministers (and even denied by Mr Attlee), but by the adoption of such an arrangement Sir Alec has avoided the danger of exhausting his readers by expecting them to comprehend the full complexity of economic processes. Even with Cairncross's guidance it must be doubted whether the economically unsophisticated will entirely appreciate the causal connections implicit in his brilliant analysis. And the reader, with the benefit of hindsight, the leisure to master the arguments in favour of alternative policies, and the assistance of carefully tabulated statistical data and graphs, is sometimes at a loss to adjudicate, how much more difficult must it have been for war-weary, hard-pressed ministers with their aspirations to stabilize the economy, to decide between the competing claims of greater social and economic equality, to decide between prescriptions all of which were constrained by the necessity of solving problems of appalling magnitude.

Cairncross brings out the frustration and fatigue which gradually eroded the health and energies of the major political participants. Even their collective experience of a war economy did little to prepare them for the solving of the very different problems for handling the postwar situation as predecessor in 1929 was for handling the Great Depression. The Labour Government of 1945 was riven by jealousy and intrigue. The Prime Minister made no attempt to whip ministers on or impose on them his own conception of economic strategy. Nor did he sack those — such as Emanuel Shinwell — whose incoherence was obvious. Hugh Dalton emerges with some credit from the crises — who was treated by none of his senior colleagues with considerably more. On economic matters, Attlee and Herbert Morrison stand condemned as failures.

BOOKS

Not until 1947 was there even a coherent mechanism for policy-making and no special steps were taken to build up a planning staff. Of those appointed — or remaining in office from wartime — few, like James Meade, whose onerous duties were to give him stomach ulcers, had clear and consistent views about economic planning. The majority of the able economists who had contributed so much during the war, rushed back to the universities. With the death of Keynes, the Treasury — which emerged as the dominant planning body — was left without any professional economist to advise them, and of the career civil servants only Otto Clarke had any real flair for economic matters. It is hardly to be wondered at that mistakes were made or, as in the convertibility crisis of 1947, that the Government was paralysed by indecision, a state of affairs doubtless exacerbated by the "completely untrustworthy" forecasts around which several debates revolved (as in Robot, 1952) and the scepticism of senior economic advisers. Even in those rare cases when the politicians were prepared to be guided, it is not difficult to imagine their reaction to such minutes as that of Robert Hall to the Chancellor of the Exchequer in 1952. "No one," he commented, "is very good at predicting the future in economics."

Possibly more culpable than a well-founded suspicion of the statistics on which so many plans and projections rested, was a perennial failure accurately to anticipate American attitudes towards so many financial matters. The new cabinet received its first shock when Lend-Lease ceased two days after the Japanese surrender. There followed a series of disappointments culminating in the American refusal to "pick up the cheque" for the balance of payments effects of Korean rearmament in 1951. The Americans sometimes appeared mean-spirited, failing to appreciate the scale of Britain's economic contribution to the war effort. American politicians and officials persistently equated Britain with the empire and the entire sterling area, erroneously, that if the sterling area benefited from American policies so too did Britain.

Although James Meade always possessed a clear conception of economic planning, it is a pity that of the 1945 government only Cripps thought in similar terms. His colleagues' views of the planning process were "nebulous but exalted" and essentially short-term. The consequence was that British economic policy emerges in this book not as a positive, coherent, balanced plan or series of plans for regeneration phased over a lengthy period, but as a series of ad hoc reactions to periodic crises. Thus when the devaluation of sterling to £2.80 took place in 1949, the decision was made not because of conviction born of informed argument conducted with the eye of the economist but because of the need for action and reaction to the external deficit and then the dollar shortage, and sustaining a high level of industrial investment. They failed only to raise the rate of growth to

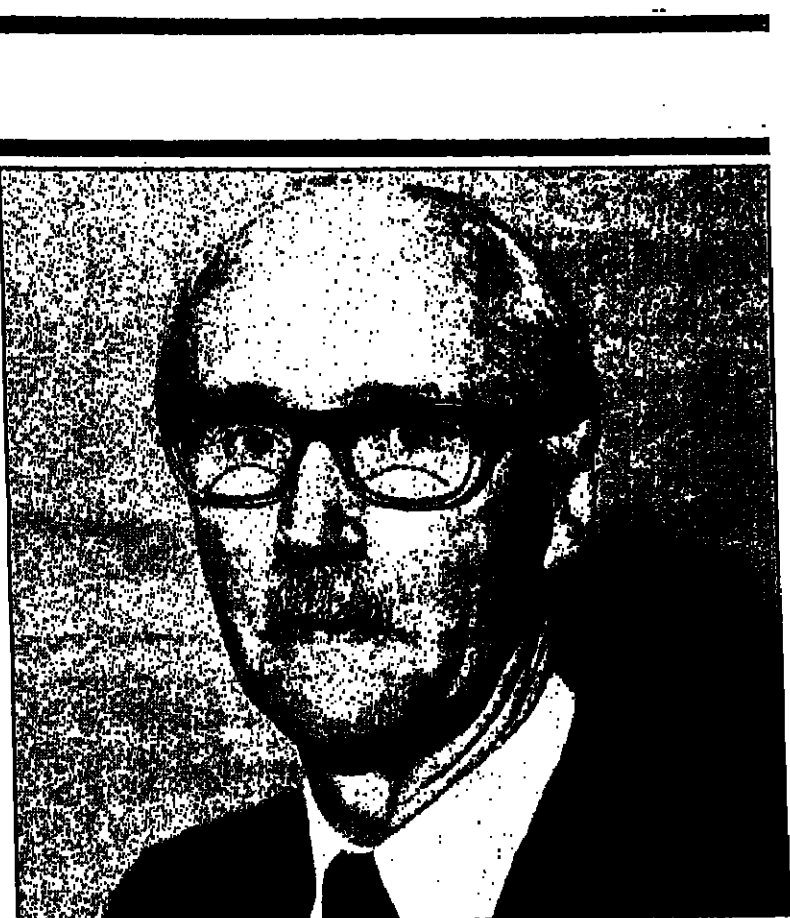
the level achieved and maintained by Britain's European neighbours. "It must be very doubtful whether any set of government policies could have done more". The outcome was more favourable than even the most optimistic can have hoped. To some extent this was fortuitous. The Labour Government owed much to the generosity of Marshall Aid and to the buoyancy of the American economy; although the apparatus of planning was manifestly inadequate, by chance planning and finance came together under the most economically able of Attlee's ministers, Stafford Cripps; in managing the economy the Government never had to face a deficiency of demand. The Government was lucky but, as Cairncross demonstrates,

the one thing that it had to plan, and did plan — the balance of payments — was effectively planned... and when the balance of payments is looked after, and monetary and fiscal policy permits, industrial economies can recover very fast.

Sir Alec has added a new dimension to the familiar story of these years. We are able to see more clearly than ever before the evolution of economic policy. Just what was involved, who was involved and how they were involved. It is not always easy to read — examinations of economic realities are — but the reader is carried along by the sheer authority of the treatment. It is especially intriguing when Cairncross pauses to set down the various options open to secure the desired ends in much the same way as one imagines he must have done as the government's chief economic adviser later in his career.

This study should be read by all politicians and by every type and complexion of social scientist: it is a masterpiece.

Peter L. Payne is professor of economic history at the University of Aberdeen.



Sir Alec Cairncross

tion to market opinion". Had devaluation — taken place a month earlier, Cairncross argues, a reduction to \$3.20 might have been adequate. Again, from August 1945 nearly everyone — except Shinwell, the Minister of Fuel and Power — realized that there was going to be a serious crisis in the coal industry, a crisis that could only be avoided by a successful policy of labour recruitment. But little was done until the crisis broke with devastating effects on industrial production and Cairncross at the time that the cost in lost exports alone was £200m, or over one sixth of the total for the year and that it delayed the achievement of external balance for at least six months. Although the measures finally approved to tackle the immediate crisis were extremely effective, more forethought and positive action in the preceding two years would undoubtedly have averted the entire dismal episode. Sir Alec's verdict is unambiguous:

It was a striking example of incompetence in industrial planning by a government dedicated to economic planning... The lesson was... that the biggest errors in planning are likely to be errors in human relations: making the wrong appointments or persisting in them; inability to visualize the scale and sponsors required; the need for action and reaction to the external deficit and then the dollar shortage, and sustaining a high level of industrial investment. They failed only to raise the rate of growth to

the level achieved and maintained by Britain's European neighbours. "It must be very doubtful whether any set of government policies could have done more". The outcome was more favourable than even the most optimistic can have hoped. To some extent this was fortuitous. The Labour Government owed much to the generosity of Marshall Aid and to the buoyancy of the American economy; although the apparatus of planning was manifestly inadequate, by chance planning and finance came together under the most economically able of Attlee's ministers, Stafford Cripps; in managing the economy the Government never had to face a deficiency of demand. The Government was lucky but, as Cairncross demonstrates,

the one thing that it had to plan, and did plan — the balance of payments — was effectively planned... and when the balance of payments is looked after, and monetary and fiscal policy permits, industrial economies can recover very fast.

Sir Alec has added a new dimension to the familiar story of these years. We are able to see more clearly than ever before the evolution of economic policy. Just what was involved, who was involved and how they were involved. It is not always easy to read — examinations of economic realities are — but the reader is carried along by the sheer authority of the treatment. It is especially intriguing when Cairncross pauses to set down the various options open to secure the desired ends in much the same way as one imagines he must have done as the government's chief economic adviser later in his career.

This study should be read by all politicians and by every type and complexion of social scientist: it is a masterpiece.

Peter L. Payne is professor of economic history at the University of Aberdeen.

important sources of macroeconomic fluctuations. The qualification implies for example that the liquidity trap is relevant but not crucial. In 1947 Wilson is doubting that the volume of speculative funds can ever be big enough to fuel a surge in investment without significant dampening effects from interest rates, while in 1957 on the eve of the Radcliffe Committee he is unambiguously stressing the importance of the total money stock. And on the importance of stop-go and instability for Britain's postwar growth rate, the doubts expressed in his 1966 article have aged well as we now see that the performance of the economy from 1945 to the 1970s was respectable by any standard.

It is hardly surprising then that, while for long attaching importance to the size of the money stock, Wilson is unsympathetic to several strands of the monetarist position. Perhaps the specific monetarist positions which he is criticizing are not so widely supported, at least by British academics, as he implies but the two new pieces which open the book are very clear expo-

positions of current problems of inflation and unemployment. Like several others of his generation who were allowed by journal editors enough space to put their contributions in the context of a wider debate, Wilson's work is a pleasure to read and undergraduates would gain a lot from them. His main emphasis is that trade union power affects not simply the size of the natural rate of unemployment but also the appropriate path to recovery, that fiscal policy can affect the overall level of activity, that a reform of the labour market is needed and more specifically that recovery without inflation does require some kind of concordat between government and unions. I have never met Wilson personally but he seems to be an economist with good instincts. Will he be heard?

Robert Millward

Robert Millward is professor of economics at the University of Southampton.

Robert Millward is professor of economics at the University of Southampton.

Robert Millward is professor of economics at the University of Southampton.

BOOKS

The great tradition

A Short History of Sociological Thought
by Alan Swingewood
Macmillan, £18.00 and £6.95
ISBN 0 333 31079 9

A brave man, Alan Swingewood, to set out to write a "short" history of sociological thought. It is a project fraught with pitfalls and traps for the adept and the unwary alike. The field is already littered with the decaying corpses of so many American dinosaurs of tomes, that one would have thought it an unpromising landscape, which the British sociologist ventures into at his peril.

The perennial contradictions of "action" and "system" of pre-industrial and industrial society, of human subject and social structure, these are the stuff of such books about sociology's putative history. Yet Swingewood makes it clear that his enterprise is conceived not as a "history of sociology or of sociological theory", but as a "selective history of sociological thought". Some readers will of course be aware of the important differences between these intellectual domains. I suspect that most of the student readers at which this book is aimed will not. We are informed that sociological thought involves an "awareness of society as a distinctive object of study", in which case I for one cannot see how it is different from sociology or sociological theory. It is possible that the arcane distinction is intended to provide a rationale for the inclusion of Marxism, which presumably does not qualify as either sociology or theory but can at least be said to be "thought". We are living in Thatcherite times, admittedly, but it seems unnecessary to me to engage in any sort of special pleading about Marxism's relevance for sociology.

Swingewood divides his analysis into three parts. The first deals with the emergence of sociology in the 18th and 19th centuries, and traces the unfolding conceptions of human social action and social structure from Vico's *New Science* of 1725, via Montesquieu and the Enlightenment philosophers, to the evolutionism of Comte and Spencer and Marx's mix of humanism and historicism. In the second section the



Max Weber

Durkheim emphasis is very firmly on the "classical" era of sociology. Durkheim, Weber, Marx predominate with some brief excursions into Simmel, Schmitt, and Pareto as well as the more recent Marxian theorists of the early 20th century such as Lukács and Gramsci. Finally, our attention is drawn to "modern" sociology and the familiar areas of functionalism and the various forms of "action" theory, with brief references to Freud, Mead and Schütz. This part of the book also has some interesting things to say about structuralism, the sociology of knowledge and culture, and about the debate over the future of post-industrial society. Although the "selective" nature of the book's content tends to reduce its coherence as a textbook — especially in the last part of the volume — Swingewood is always interested in and interesting about his subject.

A sub-theme of the book is the close link between the emerging concept of differentiation of modern society and the tensions in sociological theory between active subject and social structure, "massive" and "selective" action. As he puts it, "sociology is both a humanism and a science conceiving society as an objective structure created through human action". This viewpoint could have been used to link the development of sociological theory more closely to socio-historical change than has in fact been the case, but the point is made in a general way throughout the study without burdening the argument too frequently with allusions to the precise social context of particular theoretical orientations.

Despite the confusions engendered by the title, however, this is for the most part a useful book. It stands head and shoulders above many of the American offerings with similar titles, and will provide students with a somewhat idiosyncratic but nonetheless interesting introduction to the development of sociological theory.

Peter Hamilton

Peter Hamilton is lecturer in sociology at the Open University.

The range of response

Dimensions of Television Violence
by Barrie Gunter
Cower, £18.45
ISBN 0 566 00617 0

Television bosses and sponsors worry about programme violence. Perplexed by the polemics of the pro and anti censorship lobbies those who manage television programming need some agreed way of describing and classifying violence as a necessary prerequisite for monitoring television drama. This research, commissioned by the Independent Broadcasting Authority, is a scholarly attempt to provide the raw material for a taxonomy of television violence.

Barrie Gunter has produced a serious academic monograph which makes few concessions to the lay reader, especially on statistics. The literature review is fulsome; the experimental design although simple in conception produces a prodigious number of detailed findings. However, whether or not you know the field or the discipline (social psychology) you will admire the way the author steers a coherent course through the data maze he has generated. The survey of the field provided in the preamble is worth having of itself, while the findings are an impressive cache of ammunition whatever level of the debate about television violence you might want to enter.

A research report like this is always enlivened by a touch of academic conflict. Gunter introduces two apparently conflicting views of how television violence research is done and neatly disposes of what he calls the normative content analysis approach with its a priori definitions of what constitutes violence. Gunter's position is that such definitions are merely a starting point for perceptual research because television violence is literally and conceptually in the eye of the beholder. What is reported here is a series of experiments in which two panels of "viewers" (not representative samples) are shown a variety of carefully chosen clips from prime-time UK and American television drama series. The panel members who are classified by a variety of psychological characteristics, respond either by rating the clips on seven point scales (as violent, disturbing, unfit for children etc) or by saying which of a pair of clips is more violent and so on.

Peter Hamilton

Peter Hamilton is lecturer in sociology at the Open University.

The complexity of the findings derives from the number of variables which are examined. The eight rating scales are correlated with the presence or absence of 41 other characteristics of either the film clip or the viewer. (A hypothetical data set of 1.38 million correlations.) By strict reference to previous research and hypotheses derived therefrom, Gunter manages to hang onto this galloping statistical horse, but only just: at times the task of cataloguing and interpreting detailed conditional findings seems to tire even the author. Nevertheless an essential point is amply made: viewers' perception of violence is a highly complex phenomenon which dwarfs the a priori definitions of the normative content analysis school of television research. Those who look to reviews to provide synopses of research findings will be disappointed by this one. Anyone seriously concerned or interested in the field must be prepared to tackle the full complexity because at base this book is an attack on over-simplification.

Having unravelled that complexity, Gunter produces in the last chapter a masterly summation in the form of a set of flow diagrams showing which ingredients of a scene most powerfully evoke a viewer's perception that it is violent or disturbing or unfit for children. These are the promised empirically derived dimensions of television violence.

As a footnote only I have three



Scene from "The Sweeney"

quibbles. The first is a pot and kettles point about methodology. Gunter content analysis because their "pert" definitions of violence do not conform with viewers' perceptions. However if television violence is to die via the perceptions of long-term viewers of the same, a purist might argue that such research is likely to be confounded by the very effects it seeks to elucidate. Second and third, there are two omissions from the main discussion which worried me. Many potential readers of this book will have been introduced to the topic of violence in drama as an aesthetic rather than a social psychological issue. Apologists for violence in drama are frequently based on the artistic merit of film or play. If viewers' perceptions of violence are not affected by aesthetic considerations, this would change the force of such arguments.

There is also no mention of viewers' access to their own emotional reactions to witnessing fictional violence. So central is this to the validity of the method Gunter uses that I missed some discussion, even dismissive, of the role of the unconscious and the mechanism of repression. But there are only quibbles and not defects from the author's achievement.

Barrie Irving

Barrie Irving is director of the Film Foundation.

BOOKS

'God-like Daniel'

One and Inseparable: Daniel Webster and the Union
by Maurice G. Baxter
Harvard University Press, £20.00
ISBN 0 674 63821 2

For four decades from the Way of 1812 to the Compromise of 1850 three great presences loomed over American public life — Henry Clay, John C. Calhoun, and Daniel Webster. None ever became President, none even controlled a major political party, but each made decisive contributions to the shaping of American politics. The founding fathers created a constitutional framework; the next generation gave it life and showed how it could meet the changing circumstances. The first generation defined a style of American statesmanship; Clay, Calhoun, and Webster humanized it and adapted it to mass politics. In public life they were roughly equal, but in one way Webster stood out; of the three only he was truly taken to the people's heart. Webster's popularity was direct, personal, and lasting. As he travelled, crowds threw flowers into his carriage. When he delivered his great orations, audiences of tens of thousands were not uncommon. Even after his death the legend lived on of the "god-like Daniel", the eloquent orator who could even out-argue the Devil.

Recent historians, on the other hand, have generally been unsympathetic. Most modern scholars have analysed political development in impersonal terms, while those who have looked at Webster have not liked what they have seen. In his personal life, they have questioned the propriety of accepting large sums of money from banks and businessmen while defending their interests in Washington. In his public life, they have depicted him as a narrow and unimaginative conservative, ignoring important issues of principle and altering his stance on matters of policy merely to follow a simple, pro-business line. Now, however, Webster has found a lucid and sympathetic biographer. In reading Maurice Baxter's superb book it is possible not only to get a magisterial account of Webster's career but also to see the decency, integrity, and attractiveness of the man himself.

Webster's public life truly was magnificent, and Baxter does it full justice. Tracing the War of 1812, the decline of federalism, Andrew Jackson's explosive impact, the growth of parties, and the cancer of sectionalism, Baxter provides a concise and readable account of forty years of political history and of Webster's changing and important role. Webster's diplomatic work (particularly significant in Anglo-American relations) is well set out. Particular attention is paid to Webster's legal practice and its importance in the development of American law. Here, Baxter argues, Webster demonstrated both professional mastery and a consistent vision of the law's potential for freeing and fostering economic development. Indeed in all Webster's public life Baxter perceives a coherent set of ideas; society must change, government can guide development, and the result can be increased opportunity for individual citizens. He does not ignore Webster's moral lapses and blindspots, but he does show that Webster had moral commitments which in many ways anticipated Lincoln and later American ideals.

In his private life Webster participated deeply in the changes taking place in America and also experienced the share of the consequent problems. Born on a farm, he died in a suburban mansion. In between, he enacted many new roles which are still recognizable today — the mass politician, the corporate lawyer, even the leisurely outdoorsman. But along the way there were problems. Webster consistently spent more than he earned. His children were disappointments. In public life he was vain in his private dealings he was often imprudent. In his personal life and morality he certainly did not anticipate or measure up to Lincoln. (It is tempting to speculate that Webster's conservative religious faith may have kept him from confronting problems which the agnostic



Daniel Webster

Lincoln had to work out on his own.) But Webster made up for his shortcomings with hard work, easy sociability, and a dogged down-to-earthness, and these were engaging qualities. In Lincoln, Americans saw a saint; in Webster, many Americans saw themselves. This was what made Webster so attractive, and by this sympathetic account of Webster and his career, Baxter tells us not only about American political history but also about the shaping of the American character.

Mark Kaplanoff

Mark Kaplanoff is a fellow of Pembroke College, Cambridge.

Stalinist society

A History of the Soviet Union
by Geoffrey Hosking
Collins, £12.95 and Fontana, £4.95
ISBN 0 00 197172 7 and 686000 1

Soviet economic history has long been accessible to undergraduates. At the end of the Second World War, Baykov and Dobbo completed their pioneering studies, a quarter of a century later the famous *Economic History of the USSR*, packed with new information and bringing the story up to date. Since then several useful competitors have appeared, Soviet political history is much less accessible, and there is no general survey of Soviet social history. In spite of some solid monographs, Professor Hosking's lively and well-informed history of the whole period from 1917 to 1984 covers not only politics and society but also religion and the nationalities, difficult subjects which are often neglected.

Soviet history is a contentious subject. With mild reservations, Professor Hosking supports the traditional western view that Stalin's revolution from above established a "totalitarian" regime; and frankly states that the main aim of his book was "to show how such a political system could come into being, how it worked in practice, and what kind of society it created." In fact he does not stop there: one third of the book is concerned with developments after Stalin's death, and according to the author himself these have resulted in a "post-totalitarian" system, in which totalitarianism is "more like a shell than a substance".

This is a legitimate if controversial framework for analysis, and Professor Hosking moves within it with assurance. But it leads him to concentrate on terror, the ubiquitous all-powerful police state; and the various other unpleasant aspects of Soviet history which are emphasized by the model. It seems to me to be fairer to say that he supports the model because these seem to him to be the crucial features of Stalinist society. This sometimes leads him to one-sided judgements. On the important issue of the size of the labour-camp population under Stalin, for example, he accepts without question the high estimates of Robert Conquest, even describing them as

Surplus value

Marx's Critique of Political Economy: Intellectual sources and evolution
volume one: 1844-1860
volume two: 1861-1863
by Allen Oakley
Routledge & Kegan Paul, £14.95 and £16.95
ISBN 0 7100 9944 4 and 9945 2

The centrepiece of this careful and conscientious, if occasionally laboured — study of the development of Marx's critique of political economy is undoubtedly the splendid analysis of the *Theories of Surplus Value* which takes up virtually the whole of volume two. Volume one, which covers many more texts over a far longer period in considerably fewer pages, is, by comparison, patchy and rather slight. And unhappily there is no third volume to bring the account of Marx's evolution to a close: Capital is omitted. The title of the work is thus rather misleading: what we have here in fact is a volume on Marx's *Theories of Surplus Value* preceded by a volume-length introduction.

What makes Dr Oakley's critical treatment of Marx's *Theories of Surplus Value* so outstandingly helpful and at times engrossing is his practice of setting Marx's doctrines of value and distribution into just those contexts which shed light on their significance. He relates them, first, to wider projects of a humanistic socialist theory with revolutionary intent, and in doing so shows Marx's economic theorizing to have been constantly governed by the concept of class struggle and by the search for the roots of capitalist crisis. Second, Dr Oakley juxtaposes Marx's criticisms of other men's doctrines with the original forms of those doctrines seen in their

proper setting — the general theories of which they formed part — and so shows that Marx was an extremely trenchant as well as a tendentious critic. Finally, the author frequently refers the reader to recent controversies which bear directly on the issues — notably the controversy concerning value theory in Ricardo and Marx precipitated by Piero Sraffa's *Production of Commodities by Means of Commodities*. What emerges from all this is that no matter how partisan a theorist Marx may have been, and no matter how tendentious a critic, much of his economic thought is still of the greatest interest precisely because the economy is not isolated system but ingredient in the social and political lives of human beings.

Interestingly enough it is just on the topic closest to his revolutionary intent — the "economic laws of motion of modern society", to which Dr Oakley devotes a separate chapter — that Marx is at his weakest. A detailed and meticulous examination of all that Marx had to say on that subject, not only in the *Theories of Surplus Value* but also in the *Grundrisse*, leads Dr Oakley to the conclusion that Marx's work on this aspect of his critique of political economy was impressionistic, informal, sketchy and full of gaps. "Unfortunately," he adds, "the unfinished manuscripts for *Capital* would later become a lasting testament to these lacunae in Marx's critique." Perhaps it is worth adding further that even the finished and published version of the first volume of *Capital* contains, in place of a formal and adequate account of the laws of motion, which are supposed to lead from crisis to crisis, only three pages of dialectical hocus-pocus about the negation of the negation. Right as Marx surely was to insist that under unfettered capitalism it was the requirements of capital that mattered, not the needs of human beings, his notion that capitalism was bound to collapse under the weight of its own contradictions remains what it always has been: a piece of wishful thinking.

aided and abetted by the formal characteristics of dialectical logic. To quote Dr Oakley quoting Marx: "For Marx, 'in reality crises exist because... contradictions exist. And since dialectical crises are progressive and form a terminal series, capitalist crises do so too'."

Dr Oakley has less to say than one could wish about the role which purely philosophical notions played in Marx's "mature" critique of political economy, but in the first part of volume one he does offer an introductory account of the decisive role they played in Marx's first encounter with the political economists (1844) and in his polemical attack on Proudhon (1847). In the second part of volume one he deals with the *Grundrisse* (1857-58) and the *Contribution to the Critique of Political Economy* (1859), but only so far as they bear on the main themes of his analysis of the *Theories of Surplus Value*. There is, moreover, a gaping void for the years 1850 to 1857, years of decisive importance for the development of Marx's "mature" critique of political economy, which are omitted because Dr Oakley was unable to gain access to the relevant manuscripts. Given the plethora of writings on Marx he is not to be blamed for not knowing that this gap has actually been filled, and filled brilliantly, by a little-known German work by Fred E. Schradner, helpfully entitled *Restoration and Revolution* (1981). Since volume one is, however, on all these counts a pretty incomplete treatment of the intellectual sources and the evolution of Marx's critique of political economy from 1844 to 1860, may one suggest that the material in it be compressed into an introductory chapter or two to a one-volume paperback edition of Dr Oakley's otherwise extremely valuable work?

Heinz Lubasz

Dr Lubasz is reader in the history of ideas at the University of Essex.

Allen & Unwin Social Theory

Theories of Modern Capitalism
Tom Bottomore

The author, one of the most respected social and political theorists writing today, provides a succinct study of Marxist and non-Marxist theories of capitalism, its recent development, and the prospects for a transition to socialism.
March 1985 Hardback £12.50 Paperback £4.95

Controversies in Sociology: 17

The Protestant Ethic and the Spirit of Capitalism
Max Weber

The famous classic of the social science and historical literature, translated by Talcott Parsons, has now been re-issued in this new paperback edition for students and other interested readers.
May 1985 Counterpoint/Unwin Paperback £3.95

Women in Charge
The Experience of Female Entrepreneurs
Robert Goffee and Richard Scase

Why do women start their own businesses? Is it solely because they are searching for financial success, or for other reasons? On the basis of detailed interviews with a number of women who have started their own business, this book reveals the significance of factors that are directly related to women's experiences at home, at work, and in the wider society.
August 1985 Hardback £12.50 Paperback £5.50

In the Underworld
Laurie Taylor

The book does seem to take us further into the world of professional crime than any other previous study. It is certainly the best read in current criminology and should disappear rapidly from quite a few shelves — one way or another.
June 1985 Counterpoint/Unwin Paperback £2.95

George Allen & Unwin (Publishers) Ltd.
PO Box 18
Park Lane
Hemel Hempstead, Herts HP2 4TE

Announcing a new edition of a well-established student textbook

Langley and Hardern:
Introduction to Accounting
for Business Studies

Fourth edition, 1985.
by P. Langley, MPhil, FCA, AIC, Principal Lecturer in Accounting, Leeds Polytechnic and G. S. Hardern, BA(Hon), LLB, ACMA, Assistant Director, Trent Polytechnic

The new edition has been thoroughly revised and contains a much fuller treatment of public sector organisations — giving a broader view of accounting activities. Full coverage of management accounting is also provided.

Contemporary questions, case studies and discussion topics at the end of each chapter put the text into perspective — questions are also included in the text so that new material may be more readily understood.

The new edition comes with a Teacher's Guide, available free to lecturers — it contains suggested solutions to the set problems and provides other useful information. The text and the Teacher's Guide constitute an excellent teaching and learning package.

Introduction to Accounting for Business Studies is an ideal textbook for students of accountancy, business studies, banking, applied economics and similar subjects at BTEC Higher Certificate/Diploma and degree level.

Order your copies today!

Soft cover 0 408 01542 X 9.95 net

Postorder: Butterworths 80 Colindale Avenue, London NW9 1BS.
Kest 1918 BPH Tel: 0752 694007 or order direct on card. Order Line — 0752 694000.
Bookshop: 8-12 Bell Yard, Temple Bar, London WC2E 6BP. Tel: 01-636 9000

Butterworths

Personal demons

The Iron Cage: an historical interpretation of Max Weber
by Arthur Mitzman
Transaction Books, £14.95
ISBN 0 87855 984 1

On the landscape of sociology few features are as prominent as the works of Max Weber. Successive generations of students, threading their way across the uneven terrain of the discipline, have come to recognize his writings as the exemplification of academic excellence, theoretical rigour, and empirical exactitude. Today, therefore, more than ever, Weberology is big business. Each year brings its crop of new commentaries, controversies, and international gatherings of cognoscenti. The massive task of producing a definitive edition of his complete works is newly in hand.

But for all the exposition of his ideas the man himself remains an enigma. A distinguished, sagacious career in law and political economy came to an abrupt halt in a mysterious five-year mental collapse. In 1903 he emerged from scholarly paralysis with an outpouring of publications that heralded the most distinguished and intellectually productive fifteen years of research ever accomplished by a sociologist. During the 1914-18 war this was combined with a hearty commitment to hospital administration and passionate involvement with national politics. Premature death in 1920 left many of his most important studies in a state of incompleteness and obscurity.

No great leap of imagination is required to see connections between Weber's theoretical and substantive

themes of value-freedom, the emergence of capitalist institutions and rationalization of western civilization, and a tortured personal life set in the intellectual hothouse that was late-19th and early-20th century Germany. A long line of Weberian scholars, beginning with his widow Marianne and including Albert Salomon, Wolfgang Mommsen, and Herbert Marcuse, have rooted his academic work in his personal values, on the one hand, and historical contribution on the other. Mitzman's contribution to this genre, first published in 1970 and now reprinted in paperback, was hailed on its appearance as the most illuminating volume on Weber's life available in the English language and an example of the history of ideas at its best. These are no small claims but are, in fact, entirely justified. *The Iron Cage* is a small masterpiece in the sociology of knowledge.

Almost all the currents of German history can be seen flowing through Weber's life. His father was a Bismarckian, monarchist, and successful politician. The paternal authoritarianism of the Weber household was offset by the ethical puritanism of Helen Weber's mother, who matched her own humanism against the narrow instrumentalism of her husband in a battle for influence over her son. So the young Weber grew up in a domestic atmosphere of sexual repression and parental estrangement in a country torn between democracy and despotism. Not surprisingly, in later life, he took up the themes of bureaucracy, authority, patriarchy, imperialism, and charisma in his sociology. Imperial Germany, with its impossibly complex representative system and uniquely influential state, was an odd society. Weber, released from all teaching duties because of his nervous illness, sexually impotent with his wife but happily involved in emotional and physical affairs with other women, lived an odd sort of life. He

embraced all topics of intellectual and political discussion, organized intense "at home" seminars and participated in innumerable gatherings of learned societies, threading his way through the interlocking circles of academia and government in an endless round of public and private controversy. Two of the life of a scholar and that of a politician he sought to exorcise his personal demons in voluminous publications ranging across the fields of sociology, history, economics, philosophy, and political science. Mitzman's carefully researched and meticulously documented study takes under a microscope one man's obsessions. But it is also a window on the intrigues inside the mandarin establishment of an earlier era.

Weber's life, careering to and fro between frenzied bouts of writing and devastating bouts of melancholia, easily tempts the unwary to psychological over-interpretation. Occasionally Mitzman indulges himself by reading the profound symbolism into Weber's most mundane activities. Weber takes a walk at about the time of his father's birthday. In order to avoid meeting an unwanted visitor, says Marianne, Mitzman says Mitzman, for the father's birthday would have occurred in the Gospel of John. Jesus returned to his disciples and granted them the power to redeem sin. Weber's stroll was therefore an unconscious expression of hope for a free gift of grace, of release from the guilt his father's death had created for him. Such lapses aside, Mitzman succeeds in unravelling for his readers at least some of the puzzles that make the life of this sociological genius.

Gordon Marshall

Dr Marshall is lecturer in sociology at the University of Essex.

BOOKS

Loosening the bonds

James Joyce and Sexuality
by Richard Brown
Cambridge University Press, £19.50
ISBN 0 521 24811 6

"It's all right so long as you really love one another." During Joyce's lifetime a sentimental orthodoxy gradually replaced the Church's grudging terms of approval: "It's all right so long as you are married and intend to procreate. Only after 1963, too late for Joyce, was it possible to accept the pills of sex unsuited, divorced from an all-embracing human commitment. But in this, as in much else, Joyce wrote in advance of his time. The foundations of Joyce criticism were laid by readers educated in conformity with the sentimental norms. Bloom's household could be happy, wholesome, only if he and Molly found it possible to re-fashion that seamless bond of sex and personal harmony which was true marriage; his masturbation on the beach, an unpleasant capitulation to his animal nature, was at best a pitiable revelation of emotional emptiness; his acceptance of Molly's adultery was a sure sign that he did not understand the bases of sexual adjustment.

Critics are beginning to show signs of catching up with Joyce, of perceiving the healthy, even joyous side of Bloom's "perversions", of accepting not only their normality but also their inherent desirability. It has become possible to stop fussing over *Ulysses* as a book about sex gone wrong and to try to understand it as a book about varieties of sexual experience in a varied world. The radical reform of the Bloomsday household which many used to think essential may not, after all, be needed. As Dr Brown says, we are hardly entitled to assume, "as most critics of *Ulysses* do, that their marriage is an essentially unhappy one". In his life as in his art, Joyce wished to loosen the bond between sexual fulfilment and affective commitment. And this he did in the cause of freedom for both partners. Love, that word known to all men, can be the cause of a fearfully symmetrical tyranny, especially when associated with the structures of modern marriage.

Dr Brown explores the origins of Joyce's sexual radicalism, offering a thorough and often penetrating account of his reading in social, medical, creative and pornographic literature and examining the ecclesiastical norms in accordance with which young Irishmen were educated. He adds some tentative comments about Joyce's own sexual temperament and assesses the quality of Joyce's relations with women. Although he repeatedly relates these matters to passages in the works, with an appropriate stress on *Ulysses*, his book is arranged thematically, aiming to reinterpret the Joycean phenomenon as a whole rather than to present a literary critical survey.

Trying to look at Joyce with an unprejudiced eye, Dr Brown begins by, explicitly setting aside, those automatic

reflexes—"epiphany," "exile"—which have often fogged the vision of other critics. He finds a Joyce who, not doubting "the incontrovertible reality of sexual desire," concerns himself not with "the macrocosm of public life" but the "microcosm of sexual relations". Although there is a refreshing immediacy in much of what Dr Brown has to say, his focus sometimes seems unduly narrow. He has, in particular, disappointingly little to offer about the painful tensions generated by Joyce's commitment to freedom. Applying the "principle of liberalism" to "the sexual morality of his daily life," Bloom may well have Joyce's blessing when he treats his cuckoldry with equanimity. As his memories of Rudy make clear, the loss of the nuclear family is nevertheless a melancholy price to pay for personal peace.

Dr Brown's avoidance of sustained analysis of the texts leaves many of his critical points undeveloped. When attempting to assess the degree to which *Dubliners* is characterized by feminism, he echoes the naïveté of Hélène Cixous by examining the women to see whether they are sympathetically portrayed but without going on to consider the artistic wholes within which Joyce evokes their lives. A similar hint of literal-mindedness is found in his comments on *A Portrait*, where he finds it necessary to warn the reader against equating Stephen's rejection of "pornography" with a wish to avoid sexual explicitness.

A more serious objection has to do, I believe, with Dr Brown's tendency to avoid writing about the place of the sexual themes in the creative process. Commenting on "Oxen of the Sun," he rightly challenges the routine critical

view that it celebrates fertility, but in doing so he focuses almost entirely on realism, with the implication that the main thrust of the chapter is to further our sense of Bloom's sexual psychology. The relationship of sexuality to the creative use of language, surely central to the chapter, is barely mentioned. This thoughtful book is in fact flawed throughout by a lack of attention to the dynamics of the works themselves. Commenting on a fundamentally Joycean habit of mind, inattention, Dr Brown reveals a disturbing misapprehension of the nature of Joyce's art: "At the heart of the inattention there seems to be a recognition of the difficulties (we might say the poetically productive difficulties) of writing on sensitive sexual subjects. But does not inattention necessarily detract from the ability of an author to make statements about such subjects or, indeed, about any subjects?" One of the delights of Joyce's books is surely his care never to make statements about anything.

Dr Brown ends with an unusually well-sustained burst of critical rhetoric on the subject of heterodox reading. For this one can perhaps forgive his occasional solecisms, his several misquotations, some botched Latin, and a tendency to explain what might be thought obvious. Dr Brown has brought an impressively wide range of reading to bear on this subject. Despite its critical incompleteness, his book creates some useful new perspectives from which to consider Joyce's creative urgencies.

Clive Hart

Clive Hart is professor of literature at the University of Essex.



In *Prayer Wood*, the regionalist vision (Yale University Press, £15.95) Wanda M. Corn traces the career of the painter who created one of the American Midwest's best known images, the double portrait of a farming couple entitled "Arbor Day", painted by Wood in 1932.

The best of friends

With Friends Possessed: a life of Edward FitzGerald
by Robert Bernard Martin
Faber, £17.50
ISBN 0 571 13462 9

Both Tennyson and Thackeray thought of Edward FitzGerald as "Old Fitz"; and Tennyson's graceful lines, beginning "Old Fitz, who from your suburb grange", are an eloquent tribute to friendship. But such simplicity of affection probably conceals a deeper complexity, and are certainly out of fashion. Professor Martin dislikes the "Old Fitz" approach, he tells us, because although it is the quickest way of disposing of him, it does not do justice to the complications of FitzGerald's nature. Accordingly, his biography is full of contrary impressions.

FitzGerald must have been likeable, good company in his way: Carlyle liked him, and Carlyle didn't suffer fools gladly. At the same time he was undoubtedly ineffective, self-indulgent, and irritating, always making silly jokes about "Daddy" Wordsworth and annoying Tennyson by his cavalier criticism of successive volumes. He seems never to have known when to stop; he told the poet that *In Memoriam* was "full of the finest things, but it is monotonous, and has the air of being written by a Poetical Machine of the highest order". FitzGerald's criticisms of this

kind are aggravating not just because they are wounding, but because they come from a second-rate insensitive mind. No wonder Mrs Tennyson replied to his letters, rather than the poet.

And yet, as Tennyson's benevolent lines suggest, the friendships somehow survived, if intermittently. This was partly a matter of sheer kindness and readiness to help: FitzGerald was a generous man, and not only with money. It was partly a matter of intensity of feeling: "what passions our friendships were," wrote Thackeray. But, as Professor Martin shrewdly remarks, most of FitzGerald's friends occupied larger places in his life than he did in theirs; and even Thackeray would not have him to stay a second time because "he makes me too idle". His company seems to have been both a pleasure and a nuisance: the two are well seen in his relations with "Push" Fletcher, the sailor whom he set up with a new lugger and with whom he went into partnership for a time. He was infatuated with Push, seeing him as an ideal man, simple and strong; and there was, as Professor Martin remarks, something admirable about FitzGerald's trusting and generous treatment, and about his dignity when Push let him down. Yet there was always an unhealthy fantasizing about the whole thing, and FitzGerald's indulgence brought out all the worst side of Push's nature. In later years, Push claimed that FitzGerald had spoiled him.

FitzGerald was uneasy with the wives of his friends, and quite unable to form stable relationships with women; his marriage to Lucy Barton, daughter of the Quaker poet, Bernard Barton, was a disaster. They parted after a few months, meeting occasionally in Woodbridge with some embarrassment. Much of this difficulty is probably ascribable to FitzGerald's poor relationship with his mother, who was almost always away, and who was tyrannical with the thoughtfulness of the very rich. Restrained from prying into his friends' lives, and uninterested in heterosexual relations, FitzGerald hung around others whom he could be useful and kind whenever possible, but more often a pathetic embarrassment.

Professor Martin's hope is that, given the openness of his treatment, the reader may come to love FitzGerald as much as the writer does. It is a commendable aspiration, but not one that is likely to be fulfilled. In some ways the last biography by Alfred McKinley Terhune, published in 1947, was better in this regard. Terhune was more respectful to FitzGerald: Professor Martin has shaped his biography more, and tried to see both sides, but the result is more likely to be a mixture of compassion and exasperation than love. And although Professor Martin has a superior insight, especially into psycho-sexual problems, it cannot be said that this biography entirely supersedes Terhune's pioneering work. Terhune's book is fuller, for one thing, and he quotes more of the letters; FitzGerald was a good letter-writer, though not in the same league as Lamb or Byron. For some strange reason, Professor Martin seems to have started out with the idea of quoting the letters as little as possible, which would have made a very dull book indeed.

FitzGerald's letters are his chief legacy, together with his translation of *The Rubaiyat*. Both are strangely significant, and Professor Martin is surely right when he says (in contradiction to Terhune) that *The Rubaiyat* was "a transformation of material with which he felt strong personal identification". Back in 1947, Terhune was uneasy about identifying FitzGerald too easily with the thought of "that old Moham-Omed". Professor Martin is nearer the mark when he shows that the hedonism of the poem is a rebellion against the Victorian work-ethic (it is interesting that Carlyle thought that FitzGerald was "wasting his time"), and was part of a world of oriental charm "where middle-class conventionality had neither meaning nor validity". Like so much of FitzGerald's writing, it shows a longing for pleasure and everything: "I want to be long and see the stars and the sea and the shadows and when Push and the others were fishing, he had a moment of self-awareness that is very revealing: 'As in other Affairs of life,' he wrote, 'I only sit by and look on'."

John Cruickshank

John Cruickshank is professor of French at the University of Sussex.

BOOKS

BIOLOGICAL SCIENCES

Darwinian crusade

The Survival of Charles Darwin: a biography of a man and an idea
by Ronald W. Clark
Weidenfeld & Nicolson, £14.95
ISBN 0 297 78377 7

Despite or perhaps because of, the enormous expansion of scholarly interest in Charles Darwin during the past decade, there exists no completely satisfactory biography of modern biology's greatest progenitor. A whole series of earlier works by, for example, Gavin de Beer, Gertrude Himmelfarb and William Irvine are either badly out of date or deeply prejudiced (or both), and the most recent attempt to remedy these deficits (Peter Brent, *Charles Darwin: a man of enlarged curiosity*, Heinemann, 1981) sacrifices both thoroughness and thoughtfulness for a whimsical account of such issues as Darwin's supposed childhood infatuation with Fanny Owen. Clearly, Darwin deserves better than this; and with *The Survival of Charles Darwin*, we may surely expect it. For Ronald Clark is arguably the best and unarguably the best-known scientific biographer in this country. Having already written accounts of the lives of Einstein and Freud, among others, it was appropriate that he would turn his attention to the third great man of modern science.

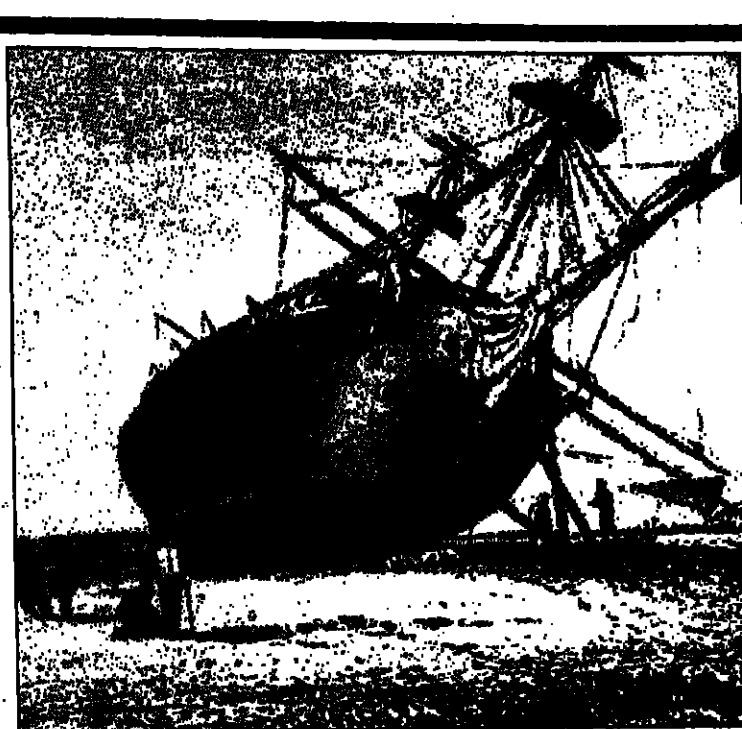
Darwin once wrote to a correspondent that "all observation must be for or against some view if it is to be of any service". This rule applies as well to history as to science, for in both domains the investigator is faced with the potential problem of chronic information overload. Nowhere is this problem more acute than in the case of Darwin himself, who not only wrote a great deal but kept virtually all of it. In addition to the corpus of his published works, there exists a massive collection of manuscripts including diaries, notes, books, papers, drafts of books, and

about 14,000 letters to and from friends, colleagues and acquaintances. When the over-expanding and often fastidious secondary literature is added to the list, the task of Darwin's biographer becomes more than a little daunting. Faced with the opportunity for so much historical observation, the necessity of having some principle or principles by which to proceed is obvious.

The organizing principle chosen by Clark is both clear and conventional. As the full title of his book suggests, it is a study not so much of a personality as of an intellect and an idea. To be sure, the intellect is Darwin's; but throughout, it is the idea of evolution by natural selection—created, planted and tended by Darwin, and then growing somewhat creatively in the century after his death—that dominates the scene. *The Survival of Darwin* is for the most part the survival of Darwinism, both in the life and work of an apparently unremarkable Victorian gentleman-naturalist, and in the harsh climates of Victorian and post-Victorian scientific culture.

Clark views Darwin through the lens of his scientific reputation, seeing a man whose personal charm and diplomatic skills were crucial to the success of his theory's early struggle for existence. To Leslie Stephen, an admirer of Darwin's, there was "something almost pathetic in his simplicity and friendliness". Some earlier biographies have seen in these qualities evidence of intellectual mediocrity. For Clark, however, they are symptomatic of Darwin's dedication to the survival of his brainchild: for "beneath the somewhat hesitant polemicist, as homely and as gentle with his opponents as he was with his wife and children, his pets and the ancillary trappings of the Victorian paterfamilias, there lay concealed an account of the major features in Darwin's life: his early upbringing and largely undistinguished education; the voyage of the *Beagle*; the path to the *Origin*; and the reception of the idea of evolution by natural selection. In the course of this largely familiar story, *The Survival of Charles Darwin* manages to avoid many of the more obvious pitfalls into

which general accounts have fallen in the past. Thus, it exposes the mythology that has come to surround Darwin's encounter with the finches of the Galapagos Islands; and it notes correctly that it was the classification of his specimens by John Gould in 1837 that was the key element in Darwin's thinking about the evolutionary significance of these birds. In the second half of the book, Clark surveys the decline and recovery of Darwinism during the past century, together with a range of current issues surrounding evolutionary theory. Once again, the ground is well-known but in general it is covered carefully and well. Readers unfamiliar with the disputes surrounding genetics at the turn of the century will surely puzzle—as not a few historians have puzzled—over how and why biologists should have become caught up in such a confused and confusing web of vitriolic arguments about Mendelism. Certain-



The HMS Beagle being hoisted off Santa Cruz

subtleties involved in the interaction between Darwin's moral and his scientific outlooks are inevitably ignored in an approach that treats Darwin's life as "crusade" on behalf of naturalistic evolution.

Having said this, it must be acknowledged that Clark traces the life and work of Darwin with all of the aplomb that one has come to expect of him. Integrating into his admittedly fairly brief biography (this part of the book is less than 200 pages long) rather more of the results of recent Darwin scholarship than is customary in works of this kind, he presents a concise account of the major features in Darwin's life: his early upbringing and largely undistinguished education; the voyage of the *Beagle*; the path to the *Origin*; and the reception of the idea of evolution by natural selection. In the course of this largely familiar story, *The Survival of Charles Darwin* manages to avoid many of the more obvious pitfalls into

which general accounts have fallen in the past. Thus, it exposes the mythology that has come to surround Darwin's encounter with the finches of the Galapagos Islands; and it notes correctly that it was the classification of his specimens by John Gould in 1837 that was the key element in Darwin's thinking about the evolutionary significance of these birds. In the second half of the book, Clark surveys the decline and recovery of Darwinism during the past century, together with a range of current issues surrounding evolutionary theory. Once again, the ground is well-known but in general it is covered carefully and well. Readers unfamiliar with the disputes surrounding genetics at the turn of the century will surely puzzle—as not a few historians have puzzled—over how and why biologists should have become caught up in such a confused and confusing web of vitriolic arguments about Mendelism. Certain-

ly, Clark throws little new light on these disputes, and it is arguable that his traditionally intellectualist approach is ill-suited to dealing with debates in which so many factors—scientific, personal, professional, and ideological—were involved. Nevertheless, he picks his way through the minefield of evolutionary debates that preceded the establishment of the "new synthesis" of Darwinism and Mendelism, and sets out clearly how Darwin's central insight was re-invigorated by population genetics in the 1920s and 1930s. Occasionally obscure discussions of, for example, Richard Goldschmidt's "hopeful monsters" do not seriously disturb the narrative until the final chapter, which tries to deal with far too many contemporary issues in far too short a space. This chapter, one suspects, will only further disturb what are already muddy waters; and it is to be hoped that those wishing to understand cladistics, or punctuated equilibrium, or even "morpho-resonance" will go elsewhere for guidance.

Is this the definitive biography of Darwin which has been needed for so long? Certainly it is the most accurate and the most balanced general work of its kind to have been produced for some time. But in combining the task of biography with that of a general history of Darwinism, *The Survival of Charles Darwin* has shifted the focus from the man to the idea that made him famous. While understandable in itself, this shift serves to take the spotlight away from many of the problems of character and context, private personality and public persona, with which biography is so well placed to deal. For those who wish to see something more of Darwin himself and of the forces that shaped him—husband, father, friend, gentleman, naturalist, theoretician, author, "reluctant revolutionary", and all—it must be hoped that the best is yet to come. Darwin's books, papers and letters contain far more than they have yet been made to reveal.

John Durant

John Durant is staff tutor in biological sciences at the department for external studies, University of Oxford.

Caretaker policy

The Gaia Atlas of Planet Management: for today's caretakers of tomorrow's world
edited by Norman Myers
Pan, £7.95
ISBN 0 330 28491 6

The "Gaia hypothesis" is the brainchild of James Lovelock, a distinguished geochemist, who believes that life on Earth actually creates the right environmental conditions for life to exist over long periods even when there have been major perturbations in solar radiation. "Gaia" is derived from the Greek goddess of the Earth whose daughter Themis extolled justice. To the Greeks, justice was based on the laws of nature; damage the Earth and horrible retribution will befall you. This theme of environmental retribution, unless mankind learns to live within the processes that sustain life on Earth is the driving force of this most impressive publication.

Norman Myers is a brilliant communicator and powerful exponent of the need to switch to environmentally sustainable development—that is, one in which due consideration is given to the effects of advanced industrial societies on the global environment. He is most concerned about the loss of half the world's species, many of which could hold the key to medicine, food production and many industrial products. He is even more alarmed about how the loss of those forests might alter pollution processes, silting of irrigation schemes, and climatic change. In short, he is convinced that we have the power to damage irreversibly the life support systems of this planet, systems that seem to have had their own capacity for survival for the past 2,000 million years. Thus, he has

brought together an internationally renowned group of collaborators who share his view and who clearly have put enormous effort into this publication.

This is no ordinary atlas. It is a highly articulate illustration of what is happening to the soil, forests, fisheries, oceans and cities of the world. All the important themes are covered: population, energy, agriculture, warfare, international aid, and self-reliance. The diagrams and maps are impressively displayed with a superbly clear linking text. There are plenty of facts and figures—enough for any school curriculum or introductory course in higher education—but these are presented in such a way as to be believable and memorable, rather than cold and abstract. For example, on page 145:

The modern supermarket is deceptive in the variety of offers. When the packaging is removed, it reveals that 95 per cent of our global nutritional requirements are derived from a mere 30 kinds of plant and three quarters of our diet is based upon only eight crops—a far cry from the 80,000 plants the world offers as a potential edible species.

Indeed, this is the great virtue of this publication. It brings to life all the information that anyone could reasonably want about the Earth's great biochemical cycles, the major biological systems, the changing economies of developed and developing nations, and about the politics of international relations and economic/military expediencies. But it is also a document of hope, as the contributors believe that we have the knowledge and the technology to adapt the way we use the environment without destroying it in the process.

Timothy O'Riordan

Timothy O'Riordan is professor of environmental sciences at the University of East Anglia.

High drama

A Classical Education
by Richard Cobb
Chilton & Windsor/Hogarth Press, £9.95
ISBN 0 7011 2936 0

As his biographer, Professor Cobb has always allowed himself a measure of individual comment and personal reminiscence. His readers have often sensed the presence of an autobiographer pushing against the restraints of "scholarly objectivity". This suppressed autobiography showed increasing restlessness in such books as *A Second Reading* and *Promised Land*, and finally took open and personal form in 1983 with the publication of *A Classical Education*. The book is focused on Cobb's formative years, from his childhood in a Dublin suburb to his education at the University of Cambridge, and his early career in the publishing world. It is a personal and often witty account of a life that was both ordinary and extraordinary. Cobb's writing is clear and engaging, and he provides a valuable insight into the mind of a man who has been one of the most influential literary critics of his generation. The book is a must-read for anyone interested in the history of literary criticism or in the life of Richard Cobb.

his friendship with a certain Edward—a friendship which began when they were schoolboys at Shrewsbury—and the result is a fascinating blend of history and personal anecdote. The whole is shaped with a novelist's skill and Cobb tells his tale with all his familiar humanity, honesty and humour. Edward proves a bizarre central figure, quite disconcerting at some moments and almost grimly ordinary at others.

The opening chapter seems odd at first as Cobb meets Edward after an unexplained 13-year gap. Following the initial greeting, Edward launches into a complaint about the classical education which they received at Shrewsbury and because of which Cobb is bothered to explain to them that an axe should be washed in cold water, not hot, to remove bloodstains. Only good deal later do we discover that Edward, at the age of 19, had hanged his mother to death and pushed her body over a cliff. The 13-year gap is then also explained by the fact that Edward was detained for the period of his trial in the Dunmurry Asylum outside Dublin.

Edward was the son of separated but constantly warring parents—a Dublin surgeon and a bitter self-dramatizing mother. He always referred to them as Moloch and Medea. Given Medea's character, it is not surprising that her son went in for an exhibitionist burlesque and provocative showmanship which Cobb found highly amusing and deeply embarrassing by turns. Their friendship introduced Cobb briefly to certain upper middle-class levels of Dublin society—something strikingly and even alarmingly different from life in Tunbridge Wells. Cobb sees Edward as the product of a Dublin background which put a premium on high drama and encouraged violence, exaggeration and excess.

The book contains some memorable set-pieces. There is an entertaining analysis of a house photograph in which the smallest boys sit cross-legged on the ground in the front row and include Cobb himself looking rather shy like a fox wearing a bib. The "power elite" sits round the housemaster in the second row, the headmaster in the third row has a "not-caring" expression on his face.

too-much look—as if they floated above the trivialities of collective formalities, and so on. There are also some amusing accounts of Edward's exhibitionism—throwing himself on the ground in a street of council houses near Shrewsbury and kissing the hand of an astonished and discomfited passing priest, or kneeling in the gangway on the top deck of a Dublin tram and crossing himself to the accompaniment of deep groans of self-censure each time a Catholic church is passed. Not least, there is the farcical failure of Edward and Cobb to steal back Medea's silver from her estranged husband's house in a Dublin suburb. A *Classical Education* is perhaps particularly entertaining for anyone like myself who knew Dublin in the late thirties or the forties. But I have no doubt that it will fascinate all those who take an interest in the more offbeat manifestations of human personality and behaviour.

John Cruickshank

John Cruickshank is professor of French at the University of Sussex.

ACADEMIC PRESS

EVOLUTION IN THE GALAPAGOS

Edited by Professor R. J. Berry
Reprinted from the *Biological Journal of the Linnean Society*
Vol. 21 Nos. 1 and 2
1985, 270pp., £17.50/£12.50 (UK only). ISBN: 0-12-093190-7.

The celebration of Darwin's centennial has prompted this collection of new papers on various aspects of the ecology of the Galapagos Islands. Covering a wide range of topics and species this volume's chapters pay ample tribute both to Darwin and the islands he made famous.

DIETARY FIBRE, FIBRE-DEPLETED FOODS AND DISEASE

Edited by H. C. Trowell, D. P. Burkitt and K. W. Heaton
Foreword by Sir Richard Doll
1985, 427pp., £64.50/£49.50 (UK only). ISBN: 0-12-701160-9.
This is the second edition of Trowell and Burkitt's original well-known work. "Refined Carbohydrate and Disease: some implications of dietary fibre."

FUNGAL METABOLITES II

W. B. Turner, D. C. Aldridge.
1983, 884pp., \$80.00/£55.00 (UK only). ISBN: 0-12-704556-2
Fungal Metabolites II is a record of the advances made in the last ten years and presents the structures of some 1600 new metabolites which have been elucidated due to the development of modern analytical techniques, in particular the use of ¹³C-labeling, using sensitive Fourier-Transform NMR spectroscopy.

HOMINID EVOLUTION AND COMMUNITY ECOLOGY

Prehistoric Human Adaptation in Biological Perspectives
Edited by Robert Foley.
1984, 304pp., £37.50/£24.00 (UK only). ISBN: 0-12-261920-X.
"This book tackles the question of how our ancestors made a living, and it is a most encouraging development in the most difficult of sciences, palaeoanthropology."

BIOCHEMISTRY OF STORAGE CARBOHYDRATES IN GREEN PLANTS

Edited by Dr. P. M. Dey and Dr. R. A. Dixon
1985, 371pp., \$79.00/£65.00 (UK only). ISBN: 0-12-214680-8
This book aims to present a detailed account of the biochemistry of various classes of storage carbohydrates found in green plants.

GENETICS OF BACTERIA

Edited by J. G. Scaife, D. Leach and A. Galtzai
1985, 272pp., \$59.00/£45.00 (UK only). ISBN: 0-12-621180-9
This book covers all the major genetic aspects of bacteria, their plasmids, and phages mutation: gene transfer and recombination, the transposition of genetic elements, and the mechanism and control of gene expression.

THE BACTERIA

A Treatise on Structure and Function
Consulting Editor: L. C. Gunsalus
Editors-in-Chief: J. R. Sokatch, L. Nicholas Ornston
Volume 8 *Archaeobacteria*
Volume Editor: Carl R. Woese, Ralph S. Wolfe
1985, 608pp., \$85.00/£65.00 (UK only). Subscription price: \$72.00/£72.00* (UK only). ISBN: 0-12-307208-5
*Subscription prices are valid only on orders for the complete set received before publication of the last volume. Subscription prices are not valid in Australia or New Zealand.

PATHOLOGY OF DOMESTIC ANIMALS

THIRD EDITION Volumes 1, 2, and 3
K. V. F. Jubb, Peter C. Kennedy, Nigel Palmer.
Volume 1 1985, 592pp., \$65.00/£65.00* (UK only). ISBN: 0-12-391601-1
Volume 1 reviews bones and joints, muscles and tendons, the nervous system, the eye and ear, and skin and appendages.
Volume 2 1985, 592pp., \$65.00/£65.00* (UK only). ISBN: 0-12-391602-X
Volume 2 covers the alimentary, urinary, respiratory, and liver and biliary systems, as well as the pancreas, peritoneum, retroperitoneum, and mesentery.
Volume 3 1985, 636pp., \$69.50/£59.50* (UK only). ISBN: 0-12-391603-8
Volume 3 examines the cardiovascular and hematopoietic systems, endocrine glands, and the male and female genital systems.
*Set price for Volumes 1-3: \$160.00/£160.00 (UK only) (\$189.50/£189.50 (UK only), if purchased separately). Set prices are not valid in Australia or New Zealand.

FORTHCOMING... BIOACTIVE MICROBIAL PRODUCTS 3

Downstream Processing
BASIC BIOTECHNOLOGY
Edited by J. D. B. Lock and B. Kristiansen
Prices are subject to change without notice.

24-28 OVAL ROAD, LONDON NW1 7DX, ENGLAND • ORLANDO, FLORIDA 32867, U.S.A.

Gene business

We are already more familiar with the potential for biotechnology in the pharmaceutical industry and in medicine, with its promise of new vaccines, cheaper drugs, and exciting new treatments for debilitating and fearsome diseases. Compared with the explosive information technology and microprocessor revolution, biotechnology is in video games: depersonalized shopping, banking, credit monitoring, and security devices; biotechnology, we are told, will irradiate disease and solve our food and energy problems. Unfortunately, most of us are poorly informed about the uses of biotechnology and its progenitor, molecular biology, and are ill-equipped to meet its challenge. Meanwhile, the revolution gathers momentum with the announcement this month that research into human gene therapy in two children with rare diseases has been authorized by the U.S. Food and Drug Administration. In Britain, new prenatal tests for genetic defects in the unborn child have just been

The Ecology of Rocky Coasts

Mill Road, Duntun Green, Sevenoaks, Kent TN13 2YD

Exciting prospects, however, are tempered with suitable caution as to the economic reality of some of the bolder claims for the new technology compared to conventional approaches. Safety aspects are also

Nocturnal mammals

Perhaps the most pernicious of these has been the notion that marsupials are evolutionary failures that have been unable to compete with the more efficient placental mammals. In fact, the marsupial mammary gland, for example, is the most sophisticated of all those possessed by the various

Open University Press
12 Colteridge Close, Stony Stratford,
Milton Keynes, MK11 1BY, England.
Tel: Milton Keynes (0908) 566744
Telex: 826147

Gibbons and siamangs

The main strength of *The Lesser Apes* resides in its multidisciplinary approach, with interlocking contributions organized into sections on conservation, functional morphology, evolutionary biology, social behaviour, and field studies of behavioural ecology. There is, however, one obvious omission in that there is very little on reproductive biology. There is only a single contribution on breeding in captivity and no data are provided for any of the most basic features of reproduction (for example, gestation), although this may partly reflects a real paucity of knowledge. There is also a need for new research into the reproductive biology of the lesser apes and zoos could surely play a valuable role here. Most zoos keep only the least endangered species (the white-handed

Green genes

This situation has resulted from the long-standing failure of too many universities to have departments of biotechnology, especially in Britain, to pay more than lip-service to the biotechnology of plants. There is therefore a shortage of appropriately trained researchers who are interested in applying to plants the newer biochemical techniques, especially those of recombinant DNA technology. However, although these techniques are often almost unlimited potential for modifying plants for economic advantages, the problem has been to find that potential against a background of both a dearth of basic



One of the first large-fruited varieties of strawberry, "Keens' Imperial", an illustration from F. A. Roach's *Cultivated Fruits of Britain* (Blackwell, £25.00)

Points of disagreement concern finer details of relationships among the gibbon species and the question of how many species are contained in the *lar* group of gibbons (from one to five). In this respect, one of the most vocal critics is Isidoro Moreno, a Colombian man and Paul Gittins dealing with narrow zones of hybridization between populations of the *lar* group. Each population exhibits a distinctive set of vocalizations that remains constant throughout its range but in the hybrid zones the distinctiveness is blurred. Moreno has identified a single hybrid zone (at least) where two hybrid zone (at least) gibbons have been found to form occasional trios (that is, a male with one female of each species), rather than monogamous pairs. Obviously, at this level of evolutionary divergence, it is difficult to be confusing the gibbons as it is, at first sight, to the primateologists.

R. D. Martin is professor of physical anthropology at University College London.

extraordinary ability of plants to synthesize a myriad of organic compounds not found elsewhere in nature, or appreciate their plasticity of development and extreme sensitivity to external factors which contrasts so markedly with the rigidity of animal development? Animal biochemists often express surprise when I tell them that plant cells have a more extensive subcellular organization than other eukaryotic cells, or that the formation of leaves is the most complex form of development known down in genetic terms. It involves the interaction of three distinct genetic systems within each cell.

Matters improve greatly, however

Although this book contains number of errors, it presents a coherent and interesting account of a rapidly developing subject. I can highly recommend it. Indeed, it should be mandatory reading for all undergraduates.

John Ellis is professor of biological sciences at the University of Warwick.

Allen & Unwin Biological Science

Forty-seven photographs in full colour, 16 full-page photographs made with electron microscope, and 87 line drawings combine with a series of informal essays to reveal both flower structures and the impressive, sensory, navigational communication abilities of pollinating insects.

This book provides students and researchers with a single source of information about the rapidly expanding research into biological membranes and the highly sophisticated attendant technology. The treatment is rigorous but at a mathematical level suitable for graduate students.

This third volume in the Practical Ecology Series provides ecological background and detailed protocols for investigations into the ecology of one of our most accessible habitats. It is written principally for use at A-level, or equivalent, but will be of interest to all teachers in further and higher education.

April 1985 Paperback £4.50nn

Practical Ecology Series

This book arises out of a meeting in July 1984 at the Royal Botanical Gardens at Kew, which surveyed the potential of under-exploited economic plants for arid lands in the context of the needs and problems of the people living in those regions of the world. Topics covered include identification of the needs of the people, and reviews of work currently being undertaken in or for the arid and semi-arid areas.

George Allen & Unwin (Publishers) Ltd
PO Box 18
Park Lane
Hemel Hempstead, Herts HP2 4TE

Wiley CHICHESTER • NEW YORK
BRISBANE • TORONTO • SINGAPORE

A revised, condensed edition of the widely used undergraduate text for the semester or one-quarter introductory course. It offers a balanced, concise introduction to all aspects of botany including the form, function, and evolution of plants and fungi. It includes a new chapter on genetics, a complete revision of the classification section using modern classification systems, and a general updating throughout on plant physiology.

Research Council, and E.R. Neustman, Environmental Health Centre, Ontario
Presents an in-depth look at recombinant DNA methodology, geared for senior undergraduates and graduate students majoring in the biosciences. Basic techniques and alternative methods in recombinant DNA methodology are discussed. The course focuses on the application of techniques, including introductory and background material for each technique, and provides the "how" and "why" of the manipulation of genetic material and understanding in the field.

0471 88851 1 240pp March '85 (paper) £22.50

This is the second edition of a widely recognized and authoritative text, written in authority in the field. Emphasizes modern topics, and reflects progress in technology and focuses more on direct analysis of the genome. Preliminary chapters are presented which examine the biochemical basis for heredity as seen through structure of DNA, making it accessible for the student with only a casual knowledge of chemistry. Features include extensive new figures, drawings and illustrations.

An introductory text on the study of growth and motor behavior in children. It provides thorough treatment of the entire field and includes such important features as under-
standing coverage of motor development -- from pre-birth through highest grades of
12; presents a conceptual model that allows for a systematic approach.

0471 08778 J	472pp	August 82	£22.50
0471 81465.9	472pp	February 86	(with) £17.50

For further information please write to the Technical Manager - Inspection copies of certain documents available.

John Wiley & Sons Limited
Baffins Lane, Chichester, Sussex PO19 1UD, England

Universities continued

UNIVERSITY OF ULSTER

Faculty of Business and Management

Applications are invited from graduates with industrial, teaching or research experience for the following posts, available from 1 October 1985. Successful candidates will be required to contribute to the teaching of the relevant Department, assist with course development and administration, and undertake relevant research. Whilst based at one campus, there may be a requirement to undertake duties at any of the four campuses of the University.

Department of Hotel and Catering Management

SENIOR LECTURESHIP IN HOTEL AND CATERING MANAGEMENT (FOOD STUDIES) at Jordanstown
Ref: J85/107

Applicants should hold a good honours degree and a higher degree in a relevant discipline, and should, above all, have a good research record, preferably in Food Studies applied to the Hotel and Catering Industry.

LECTURESHIP IN HOTEL AND CATERING MANAGEMENT (Two posts at Jordanstown)
Ref: J85/114

Applicants should be graduates in an appropriate discipline and should have had industrial experience, preferably in the management level, to enable them to teach in one or more of: Food and Beverage Management, Catering Systems, Accommodation Management.

Department of Accounting and Finance

LECTURESHIP IN FINANCIAL ACCOUNTING AND MANAGEMENT ACCOUNTING at Jordanstown
Ref: J85/108

Applicants should hold a good honours degree in an appropriate discipline and should preferably be members of a recognised professional accountancy body.

Department of Public Administration and Legal Studies

LECTURESHIP IN LAW at Jordanstown
Ref: J85/109

Applicants should hold a good honours degree in Law, together with a higher degree or professional qualification and should have an interest in legal research.

LECTURESHIP IN ECONOMICS AND FINANCE OF THE PUBLIC SECTOR (Two year appointment at Jordanstown)
Ref: J85/110

This post will be tenable for two years within the salary range £7,200-£9,800 per annum (under review). Applicants should hold a good honours degree, and preferably a higher degree in an appropriate discipline.

LECTURESHIP IN PUBLIC ADMINISTRATION AND MANAGEMENT (Fixed term appointment at Jordanstown)
Ref: J85/111

This post will be tenable from 1 September 1985 to 30 June 1986 within the salary range £7,200-£9,800 per annum (under review). Applicants should hold a good honours degree, and preferably a higher degree in an appropriate discipline and should be able to teach such units as government, public administration, public sector management and public policy.

Department of Marketing and Business Organisation

LECTURESHIP IN BUSINESS POLICY at Jordanstown
Ref: J85/112

LECTURESHIP IN MARKETING at Coleraine
Ref: J85/113

Applicants should hold a good honours degree in a relevant discipline and should preferably have had teaching, business or industrial experience. Except where indicated above, salaries will be in the range £7,200-£14,825 per annum (under review), depending on age, qualifications and experience.

Further details are available from the Staffing Office, University of Ulster at Coleraine, Coleraine, Co Londonderry BT62 1BA Telephone Coleraine 4141 Ext 220 for the post with reference prefix C1 and the University of Ulster at Jordanstown, Shore Road, Newtownabbey, Co Antrim BT37 0QB Telephone Whiteabbey 88131 Ext 2243 for the post with reference prefix J1 to whom applications, including a full curriculum vitae and the names and addresses of three referees, should be sent not later than 14 June 1985 (J85/113)

THE UNIVERSITY OF NEW ENGLAND

Registrar

The University invites applications from men and women for the position of Registrar. The Registrar is responsible to the Vice-Chancellor for the management and co-ordination of the University's academic and administrative services. Salary will be at the Professional level (currently \$45,946 p.a. inclusive of best National Wage Case increase) with the appropriate allowances. Informal enquiries may be directed to the Pro Vice-Chancellor, Professor J. S. Nelson (telephone ISD 61 67 73-2004). Full details are available from the Staff Office, University of New England, Armidale, New South Wales 2351, Australia (telephone ISD 61 67 73-2100) with whom applications, which should include the name and address of three referees, close on 5 July 1985.

University of Canterbury

New Zealand

LECTURER IN MATHEMATICS

Applications are invited for the above position in the Department of Mathematics. Applicants should possess a Ph.D. degree and have research experience in pure mathematics (specialising in algebra) or statistics or applied mathematics. The salary for Lecturers is on a scale from NZ\$23,925 to NZ\$27,995 per annum.

Further particulars and conditions of appointment may be obtained from the Registrar, University of Canterbury, Private Bag, Christchurch 4814, New Zealand. Closing date for applications is 30 August 1985. (50598)

University of Edinburgh

LECTURESHIP IN ECONOMICS

Applications are invited for the above position in the Department of Economics. Applicants should possess a Ph.D. degree and have research experience in economics. The salary for Lecturers is on a scale from £7,200 to £9,800 per annum (under review). Further particulars and conditions of appointment may be obtained from the Registrar, University of Edinburgh, South Bridge, Edinburgh EH1 1TA, to whom applications, including three referees, should be sent not later than 14 June 1985. (50599)

RESEARCH AND TEACHING OPPORTUNITIES IN COMPUTING SCIENCE

The continuing expansion of Computing Science and its related disciplines has been reflected in a sustained increase in demand for courses at all levels and has inspired a body of research of proven excellence. The Department of Computing Science, a large and well established department at the University of Ulster, has been playing a leading part in this field for over a decade. Endorsement of the Department's work, with much of its research programme underwritten by external funding agencies, has led to the emergence of opportunities for further high calibre computing scientists to provide additional leadership in both research and teaching.

PROFESSORSHIP at Jordanstown

Ref: C85/100

Applicants should have an established research reputation in their chosen field, preferably in one of the following broad areas - Information Systems, Software Engineering or Knowledge Engineering.

SENIOR LECTURESHIP at Coleraine

Ref: C85/101

This post has been created to provide additional leadership in and to stimulate further the Department's research activities on this campus. Applicants should therefore have an established research reputation, preferably in the field of Software Engineering or Information Systems.

LECTURESHIPS at Magee College, Jordanstown and Coleraine

Ref: C85/102

The University is committed to major expansion at Magee College and seeks to recruit four Lecturers at that campus. In addition, opportunities exist at Jordanstown and Coleraine.

The successful candidates will work in the following subject areas - Systems Analysis and System Design, Database Systems and Information Retrieval, Computer Architecture, Programming Language and Operating Systems, and Expert Systems. Applicants should either have a degree, and preferably a higher degree, in Computer Science or a related discipline, or a professional qualification in computing and should have suitable postgraduate or industrial experience.

Salary Scales:

Professor - £18,070 per annum (current minimum)
Senior Lecturer - £14,135-£17,705
Lecturer - £7,200-£14,925

Further particulars are available from the Staffing Office, University of Ulster at Coleraine, Cromore Road, Coleraine, Co Londonderry BT62 1BA Telephone Coleraine (0265) 4141 Ext 225 to whom applications, including a full curriculum vitae and the names and addresses of three referees, should be sent not later than 21 June 1985.

University of Strathclyde

DEPARTMENT OF ELECTRONIC AND ELECTRICAL ENGINEERING

IT LECTURESHIP IN SIGNAL PROCESSING

Applicants are invited from candidates with honours degrees with appropriate research and/or industrial experience for an Information Technology Lectureship. Applicants should have an interest in the enabling Information Technologies of Man-Machine Interface or VLSI with particular emphasis on Signal Processing/Image Processing. The Department currently has a large research activity in these areas with Avey and ESPRIT support. The successful candidate will be expected to contribute to research on Algorithms and Architecture for Signal Processing.

Salary will be on Lecturer Scale (£7,200-£14,925 per annum) (under review). US benefit.

Further particulars and application forms (quote Ref: 1185) are available from Staff Office, McCance Building, University of Strathclyde, 16 Richmond Street, Glasgow G1 1XQ. Closing date for applications: 24 June 1985.

University of Strathclyde

DEPARTMENT OF ELECTRONIC AND ELECTRICAL ENGINEERING

IT LECTURESHIP IN SIGNAL PROCESSING

Applicants are invited from candidates with honours degrees with appropriate research and/or industrial experience for an Information Technology Lectureship. Applicants should have an interest in the enabling Information Technologies of Man-Machine Interface or VLSI with particular emphasis on Signal Processing/Image Processing. The Department currently has a large research activity in these areas with Avey and ESPRIT support. The successful candidate will be expected to contribute to research on Algorithms and Architecture for Signal Processing.

Salary range: NZ\$23,925 to NZ\$27,995 per annum.

Further details of the Conditions of Appointment may be obtained from the Registrar, University of Strathclyde, 16 Richmond Street, Glasgow G1 1XQ. Closing date for applications: 24 June 1985.

University of Strathclyde

DEPARTMENT OF ELECTRONIC AND ELECTRICAL ENGINEERING

IT LECTURESHIP IN SIGNAL PROCESSING

Applicants are invited from candidates with honours degrees with appropriate research and/or industrial experience for an Information Technology Lectureship. Applicants should have an interest in the enabling Information Technologies of Man-Machine Interface or VLSI with particular emphasis on Signal Processing/Image Processing. The Department currently has a large research activity in these areas with Avey and ESPRIT support. The successful candidate will be expected to contribute to research on Algorithms and Architecture for Signal Processing.

Salary will be on Lecturer Scale (£7,200-£14,925 per annum) (under review). US benefit.

Further particulars and application forms (quote Ref: 1185) are available from Staff Office, McCance Building, University of Strathclyde, 16 Richmond Street, Glasgow G1 1XQ. Closing date for applications: 24 June 1985.

University of Strathclyde

DEPARTMENT OF ELECTRONIC AND ELECTRICAL ENGINEERING

IT LECTURESHIP IN SIGNAL PROCESSING

Applicants are invited from candidates with honours degrees with appropriate research and/or industrial experience for an Information Technology Lectureship. Applicants should have an interest in the enabling Information Technologies of Man-Machine Interface or VLSI with particular emphasis on Signal Processing/Image Processing. The Department currently has a large research activity in these areas with Avey and ESPRIT support. The successful candidate will be expected to contribute to research on Algorithms and Architecture for Signal Processing.

Salary range: NZ\$23,925 to NZ\$27,995 per annum.

University of Strathclyde

DEPARTMENT OF ELECTRONIC AND ELECTRICAL ENGINEERING

IT LECTURESHIP IN SIGNAL PROCESSING

Applicants are invited from candidates with honours degrees with appropriate research and/or industrial experience for an Information Technology Lectureship. Applicants should have an interest in the enabling Information Technologies of Man-Machine Interface or VLSI with particular emphasis on Signal Processing/Image Processing. The Department currently has a large research activity in these areas with Avey and ESPRIT support. The successful candidate will be expected to contribute to research on Algorithms and Architecture for Signal Processing.

Salary will be on Lecturer Scale (£7,200-£14,925 per annum) (under review). US benefit.

Further particulars and application forms (quote Ref: 1185) are available from Staff Office, McCance Building, University of Strathclyde, 16 Richmond Street, Glasgow G1 1XQ. Closing date for applications: 24 June 1985.

University of Strathclyde

DEPARTMENT OF ELECTRONIC AND ELECTRICAL ENGINEERING

IT LECTURESHIP IN SIGNAL PROCESSING

Applicants are invited from candidates with honours degrees with appropriate research and/or industrial experience for an Information Technology Lectureship. Applicants should have an interest in the enabling Information Technologies of Man-Machine Interface or VLSI with particular emphasis on Signal Processing/Image Processing. The Department currently has a large research activity in these areas with Avey and ESPRIT support. The successful candidate will be expected to contribute to research on Algorithms and Architecture for Signal Processing.

Salary range: NZ\$23,925 to NZ\$27,995 per annum.

University of Strathclyde

DEPARTMENT OF ELECTRONIC AND ELECTRICAL ENGINEERING

IT LECTURESHIP IN SIGNAL PROCESSING

Applicants are invited from candidates with honours degrees with appropriate research and/or industrial experience for an Information Technology Lectureship. Applicants should have an interest in the enabling Information Technologies of Man-Machine Interface or VLSI with particular emphasis on Signal Processing/Image Processing. The Department currently has a large research activity in these areas with Avey and ESPRIT support. The successful candidate will be expected to contribute to research on Algorithms and Architecture for Signal Processing.

Coláiste na hOllscoile Gaillimh UNIVERSITY COLLEGE GALWAY IRELAND

TEMPORARY TEACHING APPOINTMENTS

Applications are invited for a temporary teaching appointment in each of the following:

- French
- Mathematics
- Modern English
- Spanish
- Statistics

The normal period of tenure of such appointments is nine months but shall in no case exceed twelve months.

Applications including full Curriculum Vitae and the names of three to five referees should be lodged, not later than 14th June, 1985 with the Registrar from whom further details may be obtained. (70124)

University of East Anglia

Norwich

Information Systems

Applicants having a good Honours degree, or a good education and relevant experience, are invited to apply for a position in the above area in the Computing Centre. The post covers aspects both of maintaining the Centre's information for its users and of advising them on the development of their own information systems. The post also involves some teaching of introductory courses in BASIC/FORTRAN and applicants should have the required knowledge and practical experience. The post will be of three years duration from commencement, and the salary will be in the range £6800 - £10300 or exceptional £7520 - £12160 (scale under review).

Further details of the appointment are available from the Director, Computing Centre, University of East Anglia, Norwich NR4 7TJ, to whom applications should be lodged not later than two weeks from the appearance of this advertisement. (50222)

University of East Anglia

Norwich

Information Systems

Applicants having a good Honours degree, or a good education and relevant experience, are invited to apply for a position in the above area in the Computing Centre. The post covers aspects both of maintaining the Centre's information for its users and of advising them on the development of their own information systems. The post also involves some teaching of introductory courses in BASIC/FORTRAN and applicants should have the required knowledge and practical experience. The post will be of three years duration from commencement, and the salary will be in the range £6800 - £10300 or exceptional £7520 - £12160 (scale under review).

Further details of the appointment are available from the Director, Computing Centre, University of East Anglia, Norwich NR4 7TJ, to whom applications should be lodged not later than two weeks from the appearance of this advertisement. (50222)

University of East Anglia

Norwich

Information Systems

Applicants having a good Honours degree, or a good education and relevant experience, are invited to apply for a position in the above area in the Computing Centre. The post covers aspects both of maintaining the Centre's information for its users and of advising them on the development of their own information systems. The post also involves some teaching of introductory courses in BASIC/FORTRAN and applicants should have the required knowledge and practical experience. The post will be of three years duration from commencement, and the salary will be in the range £6800 - £10300 or exceptional £7520 - £12160 (scale under review).

Further details of the appointment are available from the Director, Computing Centre, University of East Anglia, Norwich NR4 7TJ, to whom applications should be lodged not later than two weeks from the appearance of this advertisement. (50222)

University of East Anglia

Norwich

Information Systems

Applicants having a good Honours degree, or a good education and relevant experience, are invited to apply for a position in the above area in the Computing Centre. The post covers aspects both of maintaining the Centre's information for its users and of advising them on the development of their own information systems. The post also involves some teaching of introductory courses in BASIC/FORTRAN and applicants should have the required knowledge and practical experience. The post will be of three years duration from commencement, and the salary will be in the range £6800 - £10300 or exceptional £7520 - £12160 (scale under review).

Further details of the appointment are available from the Director, Computing Centre, University of East Anglia, Norwich NR4 7TJ, to whom applications should be lodged not later than two weeks from the appearance of this advertisement. (50222)

University of East Anglia

Norwich

Information Systems

Applicants having a good Honours degree, or a good education and relevant experience, are invited to apply for a position in the above area in the Computing Centre. The post covers aspects both of maintaining the Centre's information for its users and of advising them on the development of their own information systems. The post also involves some teaching of introductory courses in BASIC/FORTRAN and applicants should have the required knowledge and practical experience. The post will be of three years duration from commencement, and the salary will be in the range £6800 - £10300 or exceptional £7520 - £12160 (scale under review).

Further details of the appointment are available from the Director, Computing Centre, University of East Anglia, Norwich NR4 7TJ, to whom applications should be lodged not later than two weeks from the appearance of this advertisement. (50222)

University of East Anglia

Norwich

Information Systems

Applicants having a good Honours degree, or a good education and relevant experience, are invited to apply for a position in the above area in the Computing Centre. The post covers aspects both of maintaining the Centre's information for its users and of advising them on the development of their own information systems. The post also involves some teaching of introductory courses in BASIC/FORTRAN and applicants should have the required knowledge and practical experience. The post will be of three years duration from commencement, and the salary will be in the range £6800 - £10300 or exceptional £7520 - £12160 (scale under review).

Further details of the appointment are available from the Director, Computing Centre, University of East Anglia, Norwich NR4 7TJ, to whom applications should be lodged not later than two weeks from the appearance of this advertisement. (50222)

University of East Anglia

Norwich

Information Systems

Applicants having a good Honours degree, or a good education and relevant experience, are invited to apply for a position in the above area in the Computing Centre. The post covers aspects both of maintaining the Centre's information for its users and of advising them on the development of their own information systems. The post also involves some teaching of introductory courses in BASIC/FORTRAN and applicants should have the required knowledge and practical experience. The post will be of three years duration from commencement, and the salary will be in the range £6800 - £10300 or exceptional £7520 - £12160 (scale under review).

Further details of the appointment are available from the Director, Computing Centre, University of East Anglia, Norwich NR4 7TJ, to whom applications should be lodged not later than two weeks from the appearance of this advertisement. (50222)

University of East Anglia

Norwich

Information Systems

Applicants having a good Honours degree, or a good education and relevant experience, are invited to apply for a position in the above area in the Computing Centre. The post covers aspects both of maintaining the Centre's information for its users and of advising them on the development of their own information systems. The post also involves some teaching of introductory courses in BASIC/FORTRAN and applicants should have the required knowledge and practical experience. The post will be of three years duration from commencement, and the salary will be in the range £6800 - £10300 or exceptional £7520 - £12160 (scale under review).

Further details of the appointment are available from the Director, Computing Centre, University of East Anglia, Norwich NR4 7TJ, to whom applications should be lodged not later than two weeks from the appearance of this advertisement. (50222)

University of East Anglia

Norwich

Information Systems

Applicants having a good Honours degree, or a good education and relevant experience, are invited to apply for a position in the above area in the Computing Centre. The post covers aspects both of maintaining the Centre's information for its users and of advising them on the development of their own information systems. The post also involves some teaching of introductory courses in BASIC/FORTRAN and applicants should have the required knowledge and practical experience. The post will be of three years duration from commencement, and the salary will be in the range £6800 - £10300 or exceptional £7520 - £12160 (scale under review).

Further details of the appointment are available from the Director, Computing Centre, University of East Anglia, Norwich NR4 7TJ, to whom applications should be lodged not later than two weeks from the appearance of this advertisement. (50222)

University of East Anglia

Norwich

Information Systems

Applicants having a good Honours degree, or a good education and relevant experience, are invited to apply for a position in the above area in the Computing Centre. The post covers aspects both of maintaining the Centre's information for its users and of advising them on the development of their own information systems. The post also involves some teaching of introductory courses in BASIC/FORTRAN and applicants should have the required knowledge and practical experience. The post will be of three years duration from commencement, and the salary will be in the range £6800 - £10300 or exceptional £7520 - £12160 (scale under review).

Further details of the appointment are available from the Director, Computing Centre, University of East Anglia, Norwich NR4 7TJ, to whom applications should be lodged not later than two weeks from the appearance of this advertisement. (50222)

University of East Anglia

Norwich

Information Systems

Applicants having a good Honours degree, or a good education and relevant experience, are invited to apply for a position in the above area in the Computing Centre. The post covers aspects both of maintaining the Centre's information for its users and of advising them on the development of their own information systems. The post also involves some teaching of introductory courses in BASIC/FORTRAN and applicants should have the required knowledge and practical experience. The post will be of three years duration from commencement, and the salary will be in the range £6800 - £10300 or exceptional £7520 - £12160 (scale under review).

THE COUNCIL OF LEGAL EDUCATION

THE INNS OF COURT SCHOOL OF LAW

SUB-DEAN

Applications are invited for the above post from candidates with relevant academic/professional qualifications and substantial administrative experience. The salary payable will be not less than £20,000 p.a. (including London Allowance).

Application forms and further particulars may be obtained from the Assistant to the Dean, Council of Legal Education, 4 Gray's Inn Place, London WC1R 5DX, Tel: 01-485 4865/405 4635.

The closing date for applications is June 21st 1985.

University of Canterbury

New Zealand

SENIOR LECTURER IN BUSINESS ADMINISTRATION

Applicants are invited to apply for the above position in the Department of Business Administration. Applicants should possess a Ph.D. degree and have research experience in business administration. The salary will be in the range NZ\$23,925 to NZ\$27,995 per annum.

Further particulars and conditions of appointment may be obtained from the Registrar, University of Canterbury, Private Bag, Christchurch 4814, New Zealand. Closing date for applications: 30 August 1985. (50598)

University of Canterbury

New Zealand

SENIOR LECTURER IN BUSINESS ADMINISTRATION

Applicants are invited to apply for the above position in the Department of Business Administration. Applicants should possess a Ph.D. degree and have research experience in business administration. The salary will be in the range NZ\$23,925 to NZ\$27,995 per annum.

Further particulars and conditions of appointment may be obtained from the Registrar, University of Canterbury, Private Bag, Christchurch 4814, New Zealand. Closing date for applications: 30 August 1985. (50598)

University of Canterbury

New Zealand

SENIOR LECTURER IN BUSINESS ADMINISTRATION

Applicants are invited to apply for the above position in the Department of Business Administration. Applicants should possess a Ph.D. degree and have research experience in business administration. The salary will be in the range NZ\$23,925 to NZ\$27,995 per annum.

Further particulars and conditions of appointment may be obtained from the Registrar, University of Canterbury, Private Bag, Christchurch 4814, New Zealand. Closing date for applications: 30 August 1985. (50598)

University of Canterbury

Universities continued

University of
Canterbury
New Zealand
LECTURER
IN AMERICAN
LITERATURE

American Studies Programme

Applications are invited for the above position in the Department of English Language and Literature.

The successful applicant will be required to work under the direction of the Head of the Department of English Language and Literature but will be expected to participate fully in the interdisciplinary programme of American Studies under the guidance of the Director of that programme. The successful applicant will be expected to teach in any aspect of American literature but preference will be given to applicants with interest and experience in the relations between American literature and culture.

The salary for Lecturers is on a scale from NZ\$23,532 to NZ\$27,928 per annum.

Further particulars and Conditions of Appointment may be obtained from the Association of Commonwealth Universities (Acps), 35 Gordon Square, London WC1H 0DF.

Applications close with the Registrar, University of Canterbury, Private Bag, Christchurch, New Zealand, on 30 August 1985. (50591) H1

Victoria University of
WellingtonTEMPORARY
LECTURER
IN BIOCHEMISTRY

Applications are invited for the above position, which is available from February 1986. The successful applicant will be expected to teach in contemporary biochemistry. The most desirable areas of expertise are those of molecular biology in particular recombinant DNA technology, molecular enzymology or protein chemistry. The successful applicant will be expected to pursue research interests of the Department in molecular biology and biochemistry with a view to contributing to the advancement of the Department's research and teaching in these fields. The successful applicant will be expected to contribute to the Department's research and teaching in these fields. The successful applicant will be expected to contribute to the Department's research and teaching in these fields.

Salary will be in the range NZ\$23,532 to NZ\$27,928 per annum. Applications should be sent to the Registrar, Victoria University of Wellington, Private Bag 600, Wellington, New Zealand, by 30 June 1985. (50591) H1

Cambridge Institute of
Technology
LECTURER
IN TRANSPORT
STUDIES

Applications are invited for the above position in the Centre for Transport Studies, Cambridge Institute of Technology. The successful applicant will be expected to teach in transport studies and to contribute to the Department's research and teaching in these fields.

The main duties of the Lecturer are postgraduate teaching and research. The successful applicant will be expected to pursue research interests of the Department in transport studies with a view to contributing to the advancement of the Department's research and teaching in these fields.

Salary will be in the range £12,000 to £15,000 per annum. Applications should be sent to the Registrar, Cambridge Institute of Technology, 100 Brookline Avenue, Cambridge, Massachusetts 02139, by 30 June 1985. (50591) H1

University of
EssexTEMPORARY
LECTURER
IN LINGUISTICS/
COMPUTATIONAL
LINGUISTICS

Applications are invited for the above position in the Department of Linguistics, University of Essex. The successful applicant will be expected to teach in linguistics and to contribute to the Department's research and teaching in these fields.

Salary will be in the range £12,000 to £15,000 per annum. Applications should be sent to the Registrar, University of Essex, Wivenhoe Park, Colchester CO4 3SQ, by 30 June 1985. (50591) H1

Holidays and
Accommodation

DRISCOLL HOUSE HOTEL, 200 Virginia Road, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

University of
the West Indies
Mona, JamaicaHEAD
Institute of Social and
Economic Research
Mona

Applications are invited for the following posts in the University of the West Indies.

The successful applicant will be responsible for the research programme of the Institute. The successful applicant will be expected to teach in social and economic research and to contribute to the Department's research and teaching in these fields.

Salary will be in the range \$12,000 to \$15,000 per annum. Applications should be sent to the Registrar, University of the West Indies, Mona, Jamaica, by 30 June 1985. (50591) H1

University of
Canterbury
New Zealand
LECTURER
IN AMERICAN
HISTORY

Applications are invited for the above position in the Department of History. The successful applicant will be expected to teach in American history and to contribute to the Department's research and teaching in these fields.

Salary will be in the range NZ\$23,532 to NZ\$27,928 per annum. Applications should be sent to the Registrar, University of Canterbury, Private Bag, Christchurch, New Zealand, by 30 August 1985. (50591) H1

University of
EssexMICROBIAL
MOLECULAR
BIOLOGY

Applications are invited from persons with experience in microbiology and molecular biology for the post of Lecturer in Microbial Molecular Biology. The successful applicant will be expected to teach in microbiology and molecular biology and to contribute to the Department's research and teaching in these fields.

Salary will be in the range £12,000 to £15,000 per annum. Applications should be sent to the Registrar, University of Essex, Wivenhoe Park, Colchester CO4 3SQ, by 30 June 1985. (50591) H1

University of
EdinburghLECTURER
IN SPANISH

Applications are invited for the above position in the Department of Hispanic Studies, University of Edinburgh. The successful applicant will be expected to teach in Spanish and to contribute to the Department's research and teaching in these fields.

Salary will be in the range £12,000 to £15,000 per annum. Applications should be sent to the Registrar, University of Edinburgh, George Square, Edinburgh EH8 8JY, by 30 June 1985. (50591) H1

University of
EssexTEMPORARY
LECTURER
IN LINGUISTICS/
COMPUTATIONAL
LINGUISTICS

Applications are invited for the above position in the Department of Linguistics, University of Essex. The successful applicant will be expected to teach in linguistics and to contribute to the Department's research and teaching in these fields.

University of
the West Indies
St. Augustine,
TrinidadDepartment of Mechanical
Engineering, Industrial
Engineering Programme

Applications are invited for the post of SUPERNUMERARY LECTURER/ASSISTANT LECTURER.

The successful applicant will be responsible for the research programme of the Department. The successful applicant will be expected to teach in mechanical engineering and to contribute to the Department's research and teaching in these fields.

Salary will be in the range \$12,000 to \$15,000 per annum. Applications should be sent to the Registrar, University of the West Indies, St. Augustine, Trinidad, by 30 June 1985. (50591) H1

University of
Canterbury
New Zealand
LECTURER
IN AMERICAN
HISTORY

Applications are invited for the above position in the Department of History. The successful applicant will be expected to teach in American history and to contribute to the Department's research and teaching in these fields.

Salary will be in the range NZ\$23,532 to NZ\$27,928 per annum. Applications should be sent to the Registrar, University of Canterbury, Private Bag, Christchurch, New Zealand, by 30 August 1985. (50591) H1

University of
EssexMICROBIAL
MOLECULAR
BIOLOGY

Applications are invited from persons with experience in microbiology and molecular biology for the post of Lecturer in Microbial Molecular Biology. The successful applicant will be expected to teach in microbiology and molecular biology and to contribute to the Department's research and teaching in these fields.

Salary will be in the range £12,000 to £15,000 per annum. Applications should be sent to the Registrar, University of Essex, Wivenhoe Park, Colchester CO4 3SQ, by 30 June 1985. (50591) H1

University of
EdinburghLECTURER
IN SPANISH

Applications are invited for the above position in the Department of Hispanic Studies, University of Edinburgh. The successful applicant will be expected to teach in Spanish and to contribute to the Department's research and teaching in these fields.

Salary will be in the range £12,000 to £15,000 per annum. Applications should be sent to the Registrar, University of Edinburgh, George Square, Edinburgh EH8 8JY, by 30 June 1985. (50591) H1

University of
EssexTEMPORARY
LECTURER
IN LINGUISTICS/
COMPUTATIONAL
LINGUISTICS

Applications are invited for the above position in the Department of Linguistics, University of Essex. The successful applicant will be expected to teach in linguistics and to contribute to the Department's research and teaching in these fields.

Polytechnics

Faculty of Technology
HEAD OF DEPARTMENT
OF CIVIL ENGINEERING

with possibility of the title of Professor

Within the salary scales:

£16,088-£19,170 p.a. (pay award pending)

The Polytechnic is seeking a highly qualified person with the experience, drive and inspiring leadership skills to maintain the high standards already achieved by this Department.

Further particulars and application forms may be obtained from the Personnel Officer, Plymouth Polytechnic, Drake Circus, Plymouth PL4 8AA. Telephone: 0752 284639, in anticipation of a closing date of 24th June 1985.

Further particulars and application forms may be obtained from the Personnel Officer, Plymouth Polytechnic, Drake Circus, Plymouth PL4 8AA. Telephone: 0752 284639, in anticipation of a closing date of 24th June 1985.

Further particulars and application forms may be obtained from the Personnel Officer, Plymouth Polytechnic, Drake Circus, Plymouth PL4 8AA. Telephone: 0752 284639, in anticipation of a closing date of 24th June 1985.

Further particulars and application forms may be obtained from the Personnel Officer, Plymouth Polytechnic, Drake Circus, Plymouth PL4 8AA. Telephone: 0752 284639, in anticipation of a closing date of 24th June 1985.

Further particulars and application forms may be obtained from the Personnel Officer, Plymouth Polytechnic, Drake Circus, Plymouth PL4 8AA. Telephone: 0752 284639, in anticipation of a closing date of 24th June 1985.

Further particulars and application forms may be obtained from the Personnel Officer, Plymouth Polytechnic, Drake Circus, Plymouth PL4 8AA. Telephone: 0752 284639, in anticipation of a closing date of 24th June 1985.

Further particulars and application forms may be obtained from the Personnel Officer, Plymouth Polytechnic, Drake Circus, Plymouth PL4 8AA. Telephone: 0752 284639, in anticipation of a closing date of 24th June 1985.

Further particulars and application forms may be obtained from the Personnel Officer, Plymouth Polytechnic, Drake Circus, Plymouth PL4 8AA. Telephone: 0752 284639, in anticipation of a closing date of 24th June 1985.

Further particulars and application forms may be obtained from the Personnel Officer, Plymouth Polytechnic, Drake Circus, Plymouth PL4 8AA. Telephone: 0752 284639, in anticipation of a closing date of 24th June 1985.

Further particulars and application forms may be obtained from the Personnel Officer, Plymouth Polytechnic, Drake Circus, Plymouth PL4 8AA. Telephone: 0752 284639, in anticipation of a closing date of 24th June 1985.

Further particulars and application forms may be obtained from the Personnel Officer, Plymouth Polytechnic, Drake Circus, Plymouth PL4 8AA. Telephone: 0752 284639, in anticipation of a closing date of 24th June 1985.

Further particulars and application forms may be obtained from the Personnel Officer, Plymouth Polytechnic, Drake Circus, Plymouth PL4 8AA. Telephone: 0752 284639, in anticipation of a closing date of 24th June 1985.

Further particulars and application forms may be obtained from the Personnel Officer, Plymouth Polytechnic, Drake Circus, Plymouth PL4 8AA. Telephone: 0752 284639, in anticipation of a closing date of 24th June 1985.

Further particulars and application forms may be obtained from the Personnel Officer, Plymouth Polytechnic, Drake Circus, Plymouth PL4 8AA. Telephone: 0752 284639, in anticipation of a closing date of 24th June 1985.

Further particulars and application forms may be obtained from the Personnel Officer, Plymouth Polytechnic, Drake Circus, Plymouth PL4 8AA. Telephone: 0752 284639, in anticipation of a closing date of 24th June 1985.

Further particulars and application forms may be obtained from the Personnel Officer, Plymouth Polytechnic, Drake Circus, Plymouth PL4 8AA. Telephone: 0752 284639, in anticipation of a closing date of 24th June 1985.

Polytechnics continued

DUNDEE COLLEGE OF TECHNOLOGY
EXTRA BLOOD POSTS

Resulting from a government-supported programme of expansion aimed at increasing the output of graduates in the new technologies from the Scottish Central Institutions, the additional undermentioned posts are available in the departments of electrical & electronic engineering, mathematics & computer studies and physics.

SENIOR LECTURESHIP AND LECTURESHIP IN DIGITAL SYSTEMS OR SOFTWARE ENGINEERING OR CAE OR VLSI DESIGN

Candidates should be suitably qualified and experienced in electronic/electrical engineering or a related discipline.

SENIOR LECTURESHIP AND LECTURESHIP IN INFORMATION TECHNOLOGY

Candidates should be suitably qualified and experienced in one or more of office automation, systems analysis & design, distributed systems, network technologies, man-machine interfaces, and artificial intelligence.

SENIOR LECTURESHIP AND LECTURESHIP IN MICROSYSTEMS

Candidates should be qualified in computer studies, physics or a related discipline and be prepared to develop the subject of microsystems with particular reference to the BSc/BSc (Hons) in Science.

For all posts, applicants should have a good first degree and preferably a higher degree, and they should also have relevant industrial and/or research experience. The successful candidates will be required to teach on a range of postgraduate, degree and other courses, and will be expected to undertake research and/or consultancy. The Senior Lecturers appointed will play a leadership role in the new developments, and candidates for these posts must have substantial appropriate experience.

Salary Scales (currently under review):
Senior Lectureship £12,777 - £18,104. Lectureship £8,888 - £13,716.

In all cases, initial placing will depend upon approved experience and financial assistance towards the cost of removal expenses may be payable.

Further particulars and application forms may be obtained from the Personnel Officer, Dundee College of Technology, Ball Street, Dundee, DD1 1HG, with whom applications should be lodged not later than 14 June 1985.

Further particulars and application forms may be obtained from the Personnel Officer, Dundee College of Technology, Ball Street, Dundee, DD1 1HG, with whom applications should be lodged not later than 14 June 1985.

Further particulars and application forms may be obtained from the Personnel Officer, Dundee College of Technology, Ball Street, Dundee, DD1 1HG, with whom applications should be lodged not later than 14 June 1985.

Further particulars and application forms may be obtained from the Personnel Officer, Dundee College of Technology, Ball Street, Dundee, DD1 1HG, with whom applications should be lodged not later than 14 June 1985.

Further particulars and application forms may be obtained from the Personnel Officer, Dundee College of Technology, Ball Street, Dundee, DD1 1HG, with whom applications should be lodged not later than 14 June 1985.

Further particulars and application forms may be obtained from the Personnel Officer, Dundee College of Technology, Ball Street, Dundee, DD1 1HG, with whom applications should be lodged not later than 14 June 1985.

Further particulars and application forms may be obtained from the Personnel Officer, Dundee College of Technology, Ball Street, Dundee, DD1 1HG, with whom applications should be lodged not later than 14 June 1985.

Further particulars and application forms may be obtained from the Personnel Officer, Dundee College of Technology, Ball Street, Dundee, DD1 1HG, with whom applications should be lodged not later than 14 June 1985.

Further particulars and application forms may be obtained from the Personnel Officer, Dundee College of Technology, Ball Street, Dundee, DD1 1HG, with whom applications should be lodged not later than 14 June 1985.

Further particulars and application forms may be obtained from the Personnel Officer, Dundee College of Technology, Ball Street, Dundee, DD1 1HG, with whom applications should be lodged not later than 14 June 1985.

Further particulars and application forms may be obtained from the Personnel Officer, Dundee College of Technology, Ball Street, Dundee, DD1 1HG, with whom applications should be lodged not later than 14 June 1985.

HONG KONG BAPTIST COLLEGE

Hong Kong Baptist College is, since 1983, one of the five publicly-funded institutions of higher learning in Hong Kong. It is a member of the Association of Universities and Colleges in Hong Kong.

The College is currently offering 3-year post-graduate level courses and will shortly be offering a 4-year post-graduate level course. A phase of rapid development is envisaged. Major development and expansion of the college campus will continue from 1986 onwards: a seven-story Library Building - the new core of the campus - has recently been opened. Further developments will include the construction of a new 10-story building, the completion of which will increase the total student capacity to 11,400 (including 1,400 postgraduate students).

1. Senior Lecturer/Lecturer in the Department of Chinese Language

UNIVERSITY

SERC S

IN MECHANICAL A

A Studentship is available in the field of Computer Science. The work will be carried out in the Department of Mechanical Engineering, University of Cambridge.

Applications are invited from graduates in Engineering or Science, who are interested in the field of Computer Science.

1. A Master's degree in Engineering or Science.

2. A good knowledge of the English language.

3. A good knowledge of the field of Computer Science.

In addition, some SERC grants are available for the study of the history of Science.

Applications should be sent to the Director of the SERC, 1, Whitehall, London SW1A 2BQ.

UNIVERSITY OF BRISTOL

SEI

RESE

STUDEN

IN CHE

ENGINEE

POWER TE

Applications are invited from graduates in Engineering or Science, who are interested in the field of Power Engineering.

1. A Master's degree in Engineering or Science.

2. A good knowledge of the English language.

3. A good knowledge of the field of Power Engineering.

In addition, some SERC grants are available for the study of the history of Science.

Applications should be sent to the Director of the SERC, 1, Whitehall, London SW1A 2BQ.

UNIVERSITY OF BRISTOL

SEI

RESE

STUDEN

IN CHE

ENGINEE

POWER TE

Applications are invited from graduates in Engineering or Science, who are interested in the field of Power Engineering.

1. A Master's degree in Engineering or Science.

2. A good knowledge of the English language.

3. A good knowledge of the field of Power Engineering.

In addition, some SERC grants are available for the study of the history of Science.

Applications should be sent to the Director of the SERC, 1, Whitehall, London SW1A 2BQ.

UNIVERSITY OF BRISTOL

SEI

RESE

STUDEN

IN CHE

ENGINEE

POWER TE

Applications are invited from graduates in Engineering or Science, who are interested in the field of Power Engineering.

1. A Master's degree in Engineering or Science.

2. A good knowledge of the English language.

inside

ENGLISH is now de rigueur in Chinese higher education. Geoffrey Parkins examines the boom in English language courses in the People's Republic (page 9)

Did the Government listen? John O'Leary considers how closely or otherwise the GREEN PAPER stuck to advice and guidelines provided by the NAB and the UGC (page 10) and David Jobbins looks at the funding implications (page 11)

The ROYAL SOCIETY, Britain's oldest scientific foundation, faces far-reaching changes in its procedures. Jon Turney looks at the proposals and their likely outcome (page 12)

"... no more a person / Now but a whole climate of opinion". In the first part of a new series on Freud's legacy, Brett Kahr looks at PSYCHOANALYSIS and the responsibilities of the academy (pages 13 and 14)



Sir Alec Cairncross's magnificent study of BRITAIN'S ECONOMY 1945-51 reveals how we recovered from the brink of bankruptcy and set out on the path of growth. Peter L. Payne reviews this "masterpiece" (page 15)

Home News	
Letters to the editor	2
Antithesis	3
Don's Diary (Barbara Goodwin)	4
Party Line (Ian Wrigglesworth)	6
Union View (CCNTSU)	7
Overseas news	8-9
Articles	10-14
Books	15-23
Biology books	19-23
Noticeboard	24
Classified advertising	25-31

NEXT WEEK

Freud's legacy: part two

A. J. Waddington on the

evolution of the

universe on the

conference

on the

conference

on the

conference



Higher Education Supplement
Priory House, St John's Lane, London EC1M 4BX. Telephone 01-253 3000

It's up to Scotland

There is still one piece left of the jigsaw that will make up the shape of British higher education in the remaining 15 years of this century. The University Grants Committee and the National Advisory Body have had their say - in vain. Last week the Department of Education and Science published its retreatist Green Paper. But the Scottish Tertiary Education Advisory Council has still to produce its report, once expected in the summer but now probably delayed until the autumn. All over England and Wales the shutters may be coming down on future hopes, but north of Berwick and Carlisle this dispiriting sense of closure has not yet conquered all others.

Of course the STEAC does not have unlimited room for manoeuvre. The council must operate within the political climate and resource constraints established by the present Government. It must also pay attention to the settled prejudices of the Scottish Education Department if it hopes to influence future policy. The STEAC can hardly recommend a substantial enhancement of the role of local authorities in Scottish higher education at the expense of the central institutions. There would be no point in trying to swim against such a powerful bureaucratic tide.

Yet the STEAC review may have a considerable influence over the broader context in which universities, central institutions and colleges will operate, even if the council has only limited room for manoeuvre in terms of immediate policy. The role of the universities is a good example. It is highly unlikely that the STEAC will recommend that the present links between the Scottish universities and the UGC should be ruptured, and that instead they should receive their grant from a newly created Scottish UGC or directly from the SED. Nor would such a recommendation necessarily be wel-

come to the SED, although it might produce a brief and private flush of departmental pride.

Yet what the STEAC has to say about the universities will influence in more subtle ways their future relationship with both the rest of Scottish higher education and of the university system. It is already clear that the Scottish universities can no longer afford to adopt a one-dimensional British view of their responsibilities but must give renewed emphasis to the Scottish dimension of their work. It is also likely that they will act as an increasingly self-conscious block within the university system. The fact and form of the STEAC review will promote both these developments.

Will the border be less permeable when it comes to switching funds and departments around?

This will be much more than a question of misty nationalism. To take an immediate and concrete example, the UGC is about to embark on a radical process of selection of departments that will change the face of the British universities. Are the Scottish universities to be treated like the rest, undifferentiated in a list that starts with Aberdeen and ends with York? Or will the border be less permeable when it comes to switching funds and departments around? Does the effective list start with Aberdeen and end with Strathclyde? Should the focus of rationalization be intra-Scottish and so embrace the central institutions, rather than inter-university on a promiscuous British stage? Even without a whisper of any recommendation to hived off the Scottish universities, the

STEAC review unavoidably will emphasize a Scottish identity which may introduce an element of rigidity into UGC plans. It will change the political geography of British universities.

The STEAC review will also have a similarly decisive influence over the future of the central institutions, even if its detailed recommendations about their role are routine and uncontroversial. The apton-strings relationship between the SED and the institutions cannot survive in its present form. The increase in the number of CIs and their growing prominence with the Government's high-tech strategy will make their detailed dependence on the SED seem anomalous and restrictive. They must increasingly be regarded as a powerful sector in their own right within Scottish higher education, like the polytechnics in England. They cannot of course be managed by local government. Nor is a "McNAB" a feasible proposal in the short term. But a reduction in SED control and an enhancement of institutional self-management look inevitable.

So there is still a lot of movement in higher education in Scotland, much more than there is south of the border. In England, despite the rhetoric of the Green Paper, a dispiriting ossification of the status quo seems to be taking place. This presents the STEAC with an opportunity that was denied to the NAB and the UGC, an opportunity shared by the SED. Both the council in its report and the department in its response have the chance to recast present priorities in higher education in a more hopeful light. They cannot of course change these priorities: resource constraints, rationalization, managerialism, centralization are as present and as real in Scotland as in England. But even these policies can be expressed in terms of limited hope rather than irreversible decay.

Fighting for survival

It has not been a good week for teacher education - unless, of course, you are at the Polytechnic of North London. Doubts have been expressed in influential circles about standards on many courses, and the deliberations in the National Advisory Body and the University Grants Committee have not helped the future shape of the system as uncertain as ever. At one extreme, recommendations for additional places are causing almost as much heartache as the proposed cuts, and some difficult decisions remain to be taken on both sides of the binary line.

The rethink on PNL, at least, is welcome. The inclusion of the department on the NAB officials' list of proposed closures was an aberration in educational and political terms. Not only is distinctive and valuable work done there, but ministers decided as much only three years ago when its future was considered in detail during the last round of cuts. Add to that the implications of the Swain Report, which so recently voiced concerns about provision in just the areas covered by PNL, and a reprieve becomes the only sensible course.

Celebration would be premature for the College of St Mark and St John, but there is cause for a little cautious optimism. While the remaining tiers of the NAB, not to mention the Department of Education and Science, still have to be won over, the college's immediate fate is in the hands of the new Voluntary Sector Consultative Council. Indeed, the issue has become almost as much a test of the VSCC as it is a question of Marjons' survival.

Both the NAB and the DES will be watching closely to see if the new body takes its national planning role seriously or simply acts as a second line of defence for those in its care. If, as seems likely, the council seeks to save places from the college by offering them to other voluntary institutions, the new distribution will have to appear more than an expedient. Otherwise the VSCC, which already seems to have been preoccupied by the future of

of Do La Salle College, runs the risk of losing credibility when it needs it most - during the NAB's new planning exercise.

In some ways, the conflicting pressures which operate in Marjons' case sum up the whole messy business of planning. Quite apart from its academic credentials, the college has a good geographical case for survival and its staff must watch in frustration as Exeter University resists taking the extra students into its existence to places redistributed from all parts of the country on the questionable assumption that students choose their teacher training course primarily on religious grounds.

The other colleges and the polytechnic departments effectively recommended for closure also have strong points in their favour. All specialize in the primary field, where teacher shortages will be felt first, and have their own claims to put forward regarding quality and location. With these decision-making hurdles still to be jumped (two at the NAB and one at the DES), all is by no means lost for smooth, but it will not be easy to reverse the current proposals.

Many will say, as the National Association of Teachers in Further Education did last weekend, that any closures are nonsensical at a time when large increases are being sought in overall teacher training numbers. But it took that easy way out without a thorough examination of the system as it stands. The NAB was not responsible for shaping the current distribution of places and its leadership was publicly critical of the outcome of the 1982 review. If the balance of provision has to be applied, it is the NAB's job to advise Sir Keith Joseph.

But how can the NAB offer sensible advice on the shape of the system when it is only a spectator in the picture?

There is no question of the universities and the public sector providing courses which are markedly different in character where teacher education is concerned. The presence of the institutions in the planning exercise is a necessary one, but the powers over the subject vest in the Secretary of State. Ministers must make the fundamental decisions. Yet, in the absence of the Advisory Committee on the Supply and Education of Teachers, planning goes on as if there were no interrelationship between Marjons and Exeter, for example. Informal contacts at officer level between the NAB and the UGC really will not do in such circumstances.

Both bodies have been put in an impossible position by the imposition of new targets, which take no account of other provision and carry no extra resources to smooth the path for their implementation.

Neither could be blamed for carrying through the threat to set firm targets only for the first year covered by Sir Keith's instructions. It may be pie in the sky to hope for additional resources, but the Secretary of State's direct responsibility for teacher training numbers cannot be allowed to override all other considerations. The Wales Advisory Body has been allowed to defer its distribution of places in the later years while an inquiry is carried out, and a similar course of action in England would allow the NAB to fit its allocation into the full planning exercise.

As things stand, the signs are that a number of universities will not accept all the places they are being offered even next year, and many public sector institutions will do so only with bad grace. Dissatisfaction will also spread beyond the institutions directly involved in teacher training if others suffer cuts to free the places needed, such as ACSET, which could take the system before taking the irrevocable step of ordering closures.



Fifth Century

Whatever British Telecom it is good news that telephone boxes will be buildings of architectural importance and preserved. If you live in reach of York you are Britain is rapidly being gigantic open air museum better to entertain tourists in manufacturing and the red telephone is the most engaging symbol of the country.

It was designed by Sir Herbert Scott, the grand Victorian architect who rebuilt the country with from cathedrals to work. Giles himself was a phenomenon, with work in cathedrals to power plants were more appropriate to him. He won the competition for Cathedral when he was one of his teens (when asked his completed work he replied: "a pierce designed by me by my sister"). He built station at Battersea which celebrated architect of taste with a giant question mark for future use. It is likely that cathedral he designed is used and the power station left.

He also designed Old Cambridge with its own how it seemed a few years with the collapse of the movement in architecture, leading into his own style and beginning to look beautiful. male reputation is assured. He was, as he said anything significant architecture or left a rent in the way of a can't be proved wrong traditional materials on but was not above using concrete for the structure. some vastly impressive beams in the upper part of the tower of Liverpool.

But it may be that the box was his ultimate expression. It was superbly built. It would not have survived. The original was designed in the modified form, with construction and various sizes, replaced it in 1936. It has never been questioned has had a great effect on behaviour.

For some reason that understand people no telephone box than the overwhelming desire to see selves inside it and defend corners. I have never witnessed slightest temptation to do cannot therefore throw the phenomenon. Nor wanted to smash the telephone even when I couldn't get my bent coins wouldn't slots.

But I have long wanted television programme on Herbert Scott and when I met willing producer I will script which starts with music and shows me in coming out of a telephone has just materialized the man. And when I go to discover the interior of Cathedral. It will be a programme; I can't imagine producer has snapped it up.

© TIMES NEWSPAPERS LIMITED. Printed by Times Newspapers Ltd. at the Times Building, 1, Whitehall, London SW1A 2BQ. Typesetting by Computerized Typesetting Ltd. London SW1A 2BQ. Printed by Mercury Co. Ltd. at the Mercury Press, 1, Whitehall, London SW1A 2BQ. Published by the Times Newspapers Ltd. at the Times Building, 1, Whitehall, London SW1A 2BQ.